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Lehigh Valley Community Schools Consortium Allentown Full-Service Community Schools Project

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ALLENTOWN FULL-SERVICE COMMUNITY SCHOOLS PROJECT

A. QUALITY OF THE PROJECT DESIGN

1. Introduction

The Lehigh Valley Community Schools Consortium (LVCSC) seeks funding to extend our community school network in Allentown, Pennsylvania (the Allentown Full-Service Community Schools Project). With Full-Service Community Schools funding, we will expand services at Raub Middle School and welcome Union Terrace Elementary and Washington Elementary as new community schools in our network. Our project will increase and strengthen the coordination, integration, accessibility and effectiveness of services for over 2,000 children, 600 families, and an additional 150 community members. Service coordination and delivery will address barriers to academic achievement. Our project plan addresses the **Absolute Priority**: well over 40% of Raub, Union Terrace, and Washington’s student population is high poverty. In addition, we are applying for the following Competitive Priorities: **Priority 2 – Broadly Representative Consortia, Priority 3 – History of Effectiveness, and Priority 4 – Evidence-Based Activities. Exhibit 1 below shows our proposed service pipeline.**

Allentown Full-Service Community Schools Project Educational Pipeline				
Early Childhood Birth – Age 4	Elementary School Grades K - 5	Middle School Grades 6-8	High School	Post-Secondary College and Career
Head Start, Early Head Start, Lehigh Valley Children’s Center, home-	Union Terrace Elementary (700 students) Washington Elementary (438)	Raub Middle School (893 students)	Louis E. Dieruff High School William Allen High School	Allentown Re-engagement Center; Lehigh Carbon Community

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based providers	students)			College; Lehigh Valley Workforce
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2. Description of the eligible entity

The LVCSC consists of lead entity United Way of the Greater Lehigh Valley (UWGLV), in partnership with Allentown School District (ASD), Communities in Schools of the Lehigh Valley (CISLV), St. Luke’s University Health Network (SLUHN), and Promise Neighborhood Lehigh Valley (PNLV). Our consortium works to ensure that children, parents, and community members from birth through college /workforce receive the supports needed to thrive. We do this by purposefully engaging student, parent and community participation in the community school development, implementation and continuous improvement processes. Our shared vision is one in which the strengths of all community members are used to shape and provide a holistic, strengths based, culturally and linguistically relevant learning community that meets the individual needs of each child, empowering them to become great readers and leaders.

Consortium history UWGLV began funding Family Centers in the 1980s, transitioned to fund more comprehensive Community School (CS) models in 2005 and have been building and growing deep partnerships with school districts and community partners to support educational outcomes since that time. In 2012-2013 we scanned data for all 17 school districts in our Lehigh Valley. We looked at poverty rate, academic performance, Title I status, Governors worst list and plotted what we knew about resources already connected to schools. This exercise resulted in a list of 42 schools we deemed highest need. All schools in the ASD qualified across all factors.

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We identified 22 schools to initially support in a transformation to Community Schools. To be most intentional, we selected schools in each district based on need factors and feeder patterns; identifying 2-4 Elementary Schools and the Middle Schools to which they feed, with plans to eventually grow out to the High Schools that would complete the K-12 pipeline. We then identified the programs and services most necessary to gain traction towards a population level goal of increasing 3rd grade reading and 8th grade reading and math. Our 2014-2018 Investment Plan outlined a collective impact strategy and we worked with partners to align quality programs/services to this new way of doing business, including tracking towards a bold goal of increasing the number of 3rd grade students reading at grade level by 50% by 2022, with the ultimate goal of increasing graduation rates.

Since that transition, partners, school districts, and funders have been drilling down on the structures, practices, and resources needed to help our children be successful. CISLV started working in the Lehigh Valley 15 years ago developing alternative schools. Six years ago, CISLV's new Executive Director decided to align Lehigh Valley work with the national CIS model and implement Community Schools. With both CISLV and UWGLV implementing and supporting Community Schools using different models, corporate partners identified that there was confusion around how Community Schools were being implemented. Although CISLV and UWGLV were already working together on other projects, it was this initial conflict that actually catalyzed the strong collaboration and infrastructure that exists today. UWGLV and CISLV determined that we could best serve our community's schools, students and families by strategically partnering and combining our resources to support community schools as a broad,

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transformation strategy. Our current combination of organizational models provides the optimal supports along a full spectrum of tiered services for students and families.

SLUHN has overlaid their Adopt-a-School model, which focuses on the community health services of dental, vision, immunizations, asthma, to the CS network so that we work in concert to coordinate additional services for children and families in the highest need schools. Promise Neighborhood of the Lehigh Valley (PNLV) is new to this consortium, but not to ASD. As one of Allentown's only grassroots community organizers, PNLV joined this consortium during planning for a regional grade level reading initiative in direct response to ASD parents and students requests for greater voice in district and community decision-making. (Please refer to Adequacy of Resources section for a description of each consortium member).

3. MOU's in the Appendices detail how each consortium member will assist in coordinating and providing the pipeline services and the roles each partner will assume.

4. Capacity to coordinate and provide pipeline services at two or more full-service community schools. UWGLV is a 501(c)(3) nonprofit that has been providing leadership, convening partnerships, mobilizing financial and human resources, and creating effective solutions to improve our community for over 100 years. Our Lehigh Valley CS initiative led the way to creation of a Pennsylvania CS Coalition with our LV work highlighted in the PA Every Student Succeeds Act plan as a best practices model. We also established and grew the United Way Community School Learning Network which now has more than 50 United Ways from across the nation meeting virtually on a regular basis to learn from one another. Federally, Jill

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Pereira, the UWGLV VP of Education (and Project Supervisor of this grant) is a steering committee member of the Coalition for Community Schools (CCS) National Steering Committee. In 2018 staff from each Lead Partner entity attended the National Community School Conference in Baltimore where Ms. Pereira was honored with the Coalition for Community Schools Initiative Leadership Award, “for the individual with overall responsibility of managing a system of community schools who has pushed their initiative to new heights over the past 3 to 5 years, made important contributions to peers, and exemplifies equity and opportunity in their leadership.” The award was presented by our PA Secretary of Education Pedro Rivera, who himself is a member of the CCS Steering Committee. UWGLV’s Education work also recently won the Campaign for Grade Level Reading Pacesetter Honors and in 2013 UWCS Roosevelt Elementary won the 2013 National CS Award for Excellence. In 2014 UWCS were recognized by the Pennsylvania State Education Association, Northampton County as a Friend of Education Award winner for “support of excellent communications between schools and community.”

UWGLV manages an \$11,871,989 portfolio of community investments and rigorously measures, evaluates, and reports on impact. We leverage this funding to effectively leading complex, large scale, regional change. UWGLV began funding CS in 2005 with a \$100k investment. Since that time, our CS initiative has grown into a \$6m a year enterprise with 200 partners and programs funded to serve children in the network. Sixteen percent of UWGLV’s \$6m investment is into CS infrastructure. Further, the infrastructure we have built with Community School Coordinators has allowed for dozens of programs not funded by UWGLV to be connected to the schools. Corporate partners who support CS outside of Allentown wrote letters of support for

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this project even though they do not have a direct role, because they have witnessed direct results of the Lehigh Valley's CS initiatives and its impact on students, families and communities.

As of 2018, our consortium supports 28 CS, spanning two counties, four schools districts, and our region's highest need rural, suburban and urban communities. There are 28 schools in the United Way CS Network serving 16,220 students in four Lehigh Valley school districts. Fifteen (15) schools in the network serving 8,300 children already have full-service CS partnerships in place with a full time Community School Coordinator (CSC), additional part time CS staff and a host of programs and services. 27/ 28 schools in our network are on track for a 1:1 ratio of CSC to school site. Eight (8) schools in the network have an AmeriCorps VISTA member serving in a second or third year of CS readiness and development. Washington Elementary School was added to the network in Fall of 2017 when it was identified as the highest need school in the Allentown School District. Washington Elementary is the only school in the network that has no current CS Coordination in place through a VISTA or CSC.

Eight (8) of the above 15 United Way Community School sites have CISLV as the Lead Partner, two of the eight also include CIS' Integrated Student Supports (ISS) services with an additional intensive case manager assigned to those schools. Two (2) United Way Community School (UWCS) sites that have higher education institutions as the Lead Partners, also have CISLV's ISS services, as well as one UWCS site with a VISTA.

UWGLV has effectively gained database access for all CSCs across four school districts through solid data sharing agreements. We have orchestrated a successful AmeriCorps VISTA program

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that places VISTAs in the network schools that do not yet have a FTE CSC to build readiness and capacity until funding is available. Quarterly data dashboards, as well as a formal end of year report, are generated for each site. Clear staffing roles and expectations are outlined for each CS site. UWGLV has crafted tools that have been sought out by other CS initiatives for use in organizing and prioritizing a school's strategies, programs and services in schools linking the CS supports to the school improvement plans.

a) COMPETITIVE PREFERENCE PRIORITY 3: HISTORY OF EFFECTIVENESS We are a collaborative region, characterized by a uniquely strong infrastructure. Despite having urban and rural challenges, we have not always had access to the significant funding resources of larger metropolitan regions. While this has made achievement of education goals sometimes more difficult, it has forced us to be creative, collaborative and solution focused. We have developed locally-based solutions via trusting partnerships and structures to improve lives. One outcome of our work is the creation of the Lehigh Valley Community Schools Consortium (LVCSC) with a Director (grant Project Supervisor) that oversees our community school network, standardized community school expectations and processes, shared community partners and student interventions, and shared data systems. Our cross-sector partnerships grew from the realization that large-scale social change could not be achieved by single organizations. We **effectively operate together** using the Collective Impact model for addressing problems and advancing population level growth: each consortium member is committed to a common agenda (increasing ASD student academic achievement); we share measurement and track progress in the same way (through data sharing agreements); we foster mutually reinforcing activities; there is open and continuous formal and informal communication between consortium members; and there is a backbone organization (UWGLV) that coordinates work and partner organizations.

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One example of effectively working together was on the interview process for the new ASD Superintendent. UWGLV was asked to join the final interview process because of our regional CS leadership and the importance of providing input about a new leader of an established CS district. St. Luke's University Health Network (SLUHN) and CISLV were invited to participate with UWGLV and other CS lead and corporate partners. Once Superintendent Parker was selected, Upside Allentown (a neighborhood partnership program), of which PNLV, CISLV, and UWGLV are partners, began work on a supportive engagement plan for the new Superintendent to help build trust between the community and the school district. This Upside Allentown team recruited and convened more than 150 individuals at 6 focus group sessions to gain resident feedback into the process of how the district should move forward with transformation. Superintendent Parker is now collaborating with the Upside Allentown team to create a Parent Network, mirroring what he built in Detroit, to encourage family voice in the creation of quality educational opportunities. CISLV, SLUHN, ASD and UWGLV are also key leaders in Lehigh Valley Reads, a regional campaign to advance grade-level reading across 17+ school districts. While PNLV is not officially on the steering committee, grassroots work that PNLV is doing to engage residents is intricately tied to the Lehigh Valley Reads Action plan. The LVCSC was also awarded one of 10 Together for Students national planning grants from the Chan Zuckerberg Initiative and the Ford Foundation backed by the Coalition for Community Schools, Communities In Schools and Strive Together. The planning grant is underway and each of the consortium partners has a key role in creating a successful blueprint for implementation by end of October 2018.

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School level results Raub Middle School is an Allentown School District (ASD) United Way Community School. SLUHN is both Raub's Lead and Corporate Community School Partner. SLUHN sponsors school-based yoga and mindfulness with teachers and students as part of Raub's Trauma Sensitive Schools roll-out (a UWGLV-driven initiative). Part of the yoga and mindfulness program included yoga, relaxation, mindfulness, and deep breathing prior to the PSSA testing. SLUHN collects all health connection data, as well as provides services to close the gap. PNLV hosted sessions around stress management for community members and did door to door neighborhood surveys to assess community needs. During this time, CISLV provided Raub with a part-time Program Manager through 21st Century Community Learning Centers funds. The following results from Raub's 2016-2017 to 2017-2018 school years are promising:

- 6 percentage point drop in chronic absenteeism from 27% to 21%
- 20 percentage point drop in percentage of students below basic in math from 88% down to 68%
- 9 percentage point drop in percentage of students below basic in reading from 45% down to 36%
- 13 percentage point drop in the percentage of students who received 1+ suspension

5. Comprehensive Plan for Allentown Full-Service Community Schools Project

The Allentown Full-Service Community Schools Projects will target three high need public schools located in Allentown's Center City neighborhood. Our project will expand services and coordination capacity at Raub Middle School and bring on Union Terrace and Washington Elementary schools as new CS in our network. Our plan will increase staffing and infrastructure at all three schools to support service delivery and coordination. In addition, we will integrate

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critical services such as evidence-based trauma informed behavioral health services, student case management to reduce chronic absenteeism, Positive Youth Development programming to improve student engagement, reduce chronic absenteeism and disciplinary referrals, and initiatives to build parent leadership and voice.

a) Student, family, and school community to be served, including demographics

The Lehigh Valley of Pennsylvania, known officially by the United States Census Bureau and the US OMB as the Allentown-Bethlehem-Easton, PA-Metropolitan Statistical Area is an area in eastern Pennsylvania comprising two counties. Research conducted for the United Way 2014–2018 Investment Plan shows that nearly half of Lehigh Valley children live in low-income families and nearly 10% or over 80,000 residents are food insecure. Our region is comprised of several high need cities, intermingled with rural, coal and slate mining towns, as well as more prosperous suburbs.

Allentown, PA With 120,443 Allentown is the third largest city in Pennsylvania. Allentown’s neighborhoods, which include Center City and residential areas called “The Wards,” are culturally rich and economically diverse with residents from Africa, Asia, the Caribbean, Europe, Latin America and the United States. Allentown was cited as a “national success story” in April 2016 by the Urban Land Institute for its downtown redevelopment and transformation, one of only six communities in the country to have been named as such.

In 2016, according to administrative records and survey data, the Lehigh Valley added about 14,000 residents in the last 5 years, 12,400 of whom came from beyond the nation's borders. The 2016 American Community Survey shows that 49% of Allentown’s residents are Latino, up from

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24.4% in 2000. “The issue of Hispanic migration to the area has helped define what this area is about right now. If you look at the population, almost all the growth has come from that demographic group,” [Christopher Borick](#) professor of political science at [Muhlenberg College](#) said. (Retrieved from <http://www.shfwire.com/new-hispanic-residents-fuel-allentown-pa-growth/>). “A lot of the growth has to do with the Puerto Rican community. They tend to be moving from New York and Philadelphia, areas with high rent,” [Emilio A. Parrado](#), sociology professor at the University of Pennsylvania said. “You also have the growing Mexican population. So there is a combination of people coming from the surrounding areas and from Mexico.” The recent hurricanes have also drawn new families to the area from Puerto Rico, many of whom have experienced trauma as a result of their forced moves. Allentown School District welcomed 300 new students as a result of Hurricane Maria alone.

Despite the strong commitment of local organizations and individuals to Allentown’s revitalization, children and families living in the City continue to face significant stressors. The departure of once booming manufacturing industries like Bethlehem Steel and Mack Trucks has left many residents still struggling. As part of the diversitydatakids.org project, researchers at Brandeis University’s Heller School for Social Policy and Management and the Ohio State University’s Kirwan Institute for the Study of Race and Ethnicity created the Child Opportunity index to examine a holistic group of indicators that can identify which neighborhoods within the country’s 100 largest metro areas are the most conducive to healthy child development. The researchers also examined whether children of different ethnic and racial groups within each area have equitable access to these neighborhood opportunities. The Index rates Allentown as one of the worst cities in the U.S. for Hispanic children – “52% are living in low-opportunity

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neighborhoods.”

The AARP Livability index, developed by the Public Policy Institute, rates multiple aspects of livability, with each metric scored on a 1-100 scale. Allentown’s 2018 ranking was particularly low (37 out of 100) in the Opportunity segment, which measures the degree to which a community embraces diversity and offers opportunities to residents of all ages and backgrounds. Compared to other communities across the county, Allentown was in the bottom third placing it in the bottom third for economic and educational opportunity. The 2011 National Drug Intelligence Center recent report noted that urban gangs are “becoming increasingly entrenched, organized and dominant in Lehigh Valley drug markets.” According to the Allentown Police Department, there are 26 recognized gangs in Allentown alone. Exhibit 2 below shows some of Allentown’s demographic, economic and educational descriptors.

Exhibit 2- 2016 US census bureau data profiles- American Community Survey:

	US	State of PA	Allentown
% population ages 0-19	25.8%	24%	30.2%
% African American	12.6%	11%	14%
% White/Caucasian	62%	77.7%	35.8%
% Hispanic/Latino	17.3%	6.6%	49%
% of families with household income < \$25,000	15.1%	13.2%	29%
Female headed households (no partner) with children under 18 and income below poverty level	39.7%	39%	47.4%
Eligible for Supplemental Security Income benefits	5.4%	5.9%	11.3%

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Median family income	\$67,871	\$69,960	\$40,420
No health insurance coverage	11.7%	8%	15%
Nursery or preschool enrollment	6%	6.1%	3.8%
Did not graduate from HS (25 years or older)	13%	10.4%	21.7%
Under 18 with a disability	4.1%	5.2%	10.1%
Unemployment rate	7.4%	7.2%	12.9%

Center City neighborhood Our full-service community schools project is focused on the Center City neighborhood, home to 93,025 residents. Like other Pennsylvania cities, Allentown has been struggling for a long time. Center City used to be a retail hub. In the 1990s stores shut down as suburban malls drew business out of the city. Poverty increased downtown. Today, half of Center City residents live below the poverty line and unemployment is nearly twice the state average. State Senator Pat Browne (R – Lehigh) came up with a plan to bring developers back downtown, and he lobbied for it in the state legislature. In 2009, the state passed Act 50 establishing the Neighborhood Improvement Zone (NIZ) where developers can use state and local tax dollars to pay off the debt they incur to build, rehabilitate or expand buildings. Upside Allentown, a neighborhood partnership program on which all consortium members sit, is working to leverage NIZ business development momentum by improving life and safety for residents.

Allentown School District (ASD) is home to over 16,000 students from 56 different countries. Twenty-five different languages are spoken within the district. ASD is in PA’s highest percent of English Language Learner districts (Building Support for English Language Learners, Center for

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Schools and Communities, Aug 2015). ASD created Newcomer Academy for secondary students a few years ago to help students who enroll in ASD with little to no English proficiency. Students attend the Newcomer Academy for up to 1 year to gain the confidence and skills needed to integrate into their “home school.” A recent influx of younger students prompted ASD to expand the Newcomer Academy to the K-6 population which officially opened in March of 2016. Since March 2018, 90 students have enrolled. Despite its size, ASD has the lowest per pupil expenditure out of 495 districts. *100% of students attending ASD qualify for the free or reduced lunch program.*

School Demographics: Our project will focus services on schools eligible for a school wide program under section 1114(b) of the ESEA. We will serve only schools with 40% or more low-income students. Schools in the highest poverty quartile (as defined PA’s Educator Equity Profile) have more than 58% of students eligible. Project schools demonstrate significantly higher poverty rates. Schools in the highest minority quartile have more than 40% minority students. All of our schools are well over that 40%. As such, our project will address the needs of students who have traditionally been underrepresented. **Exhibit #3 below illustrates school demographics.**

Exhibit 3– 2017-18 Raub, Union Terrace, & Washington Demographic Descriptors

	Raub Middle School	Union Terrace Elementary	Washington Elementary
# students	893	700	438
% poverty*^	89%	88%	97%

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Minority population	African American	18%	19%	12%
	Hispanic/Latino	71%	63%	74%
	Asian/American	2%	6%	9%
	Indian/Multi-racial			
	Total % minority	94%	88%	95%
English Language Learners		21%	10%	17%
% Chronic Absence***		21%	10%	12%
% Mobility (2015-16 school year)		41.1%	39.3%	44.8%
% Individualized Education Programs (2016-17 school year)		19%	16%	13%

*^Although 100% of ASD students qualify for free/reduced lunch, not all families complete the documentation necessary to receive it.*PA’s Educator Equity Profile: "Minority" is defined as all students who are American Indian/Alaska Native, Asian, Black, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races. ***Attendance Works definition of “chronically absent:” missing > 10% school year or 18 days out of 180 day school year.

b) Needs assessment of students, families, and community residents

Academic, physical health, mental/behavioral health, community engagement and data provided in Exhibit 3 demonstrate our target school’s student, family and community needs. In addition to high poverty rate, our schools’ *high mobility and chronic absence rates* are noteworthy. A growing body of research suggests student mobility may be a key indicator to identify vulnerable students and keep them on a path to academic achievement. Even one move increases a student’s risk of not graduating or getting delayed in graduating. Several studies have found that student mobility, especially multiple moves, are associated with engaging less in class, having poorer

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grades in reading and math, and are at higher risk of dropping out in high school. Research has determined that transferring students are nearly three months behind in reading and math learning. Mobility can be especially hard on children in early grades when they learn “foundational skills.” (Friedman-Krauss, 2015). A recent report by the US Department of Education identifies chronic absenteeism as a hidden educational crisis (Retrieved from <https://www2.ed.gov/datastory/chronicabsenteeism.html>). Students who are chronically absent are at serious risk of falling behind in school. ASD principals, teachers and administrators report that they feel unequipped to address the reasons why children are missing school. Attendance Works definition of students at-risk of chronic absence is students missing 5-9% of the school year, or 9-17 days. When added to chronic absence, this number is significant. Although we don't have 2017 data from all project schools, Washington's rate of students at-risk of chronic absenteeism is 32%, for a total of 44% of students – nearly half the school.

Academic Needs

Early education Based on a 2016 study conducted by the Lehigh Valley Partnership and Community Service for Children (CSC), there are 3,364 children ages 3 and 4 living in Allentown. Of those children, only 22% or 736 are enrolled in high quality early childhood education programs. 47.9% or 1,611 of Allentown's 3 and 4 year-olds are living in poverty. Of those children living in poverty, it is estimated that 643 enter Kindergarten without having had any high quality preschool. There are approximately 805 4year-olds living in poverty which means that an estimated 80% of poor pre-kindergarten *students* in Allentown do not have access to high quality early childhood education.

1,267 children enrolled in ASD's 2016 Kindergarten program. Due to high demand from

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Allentown parents, ASD offered a full-day program. As a result, enrollment increased by 134 students. This demand speaks to the needs of working parents in Allentown who cannot afford the childcare that half-day kindergarten requires. 61 kindergarteners started the 2016-17 school year with Individualized Education Plans (IEP's) and 113 started as identified English Language Learners. This means that of the 1,267 kindergarteners to enroll in ASD, 14% were identified with a risk factor before even starting school. As numerous research studies have found, any one of these risk factors can have significant impacts on academic achievement (Bakken, 2017).

STAR Early Literacy Data from 2017 Kindergarten readiness assessments done at Union Terrace and Jackson, the center linked to Washington, showed that the greatest percent of students scored in the lowest literacy quartile; 66.3% at Union Terrace and 79.5% at Jackson.

Grades K – 8 Pennsylvania’s School Performance Profile gives every school a federal accountability designation. All of our target schools have building level academic scores in the lowest federal accountability designation which means they received scores of less than 60: Raub – 45.0, Union Terrace - 52.3, and Washington- 53.4. Exhibit #4 demonstrates that Raub, Washington and Union Terrace students are far below their peers.

Exhibit #4 - 2016-17 ASD PSSA Data

	Assessment			
	English Language Arts PSSA % Proficient or Advanced	English Language Arts PSSA % 3rd graders Proficient or Advanced	Math PSSA % Proficient or Advanced	Math PSSA % 8th graders Proficient or Advanced

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Raub Middle School	24.13%	N/A	11.27%	27%
Union Terrace Elementary	31.23%	35.5%	22.05%	N/A
Washington Elementary	29.92%	37.3%	11.52%	N/A
State of PA	60.4%	64.6%	61.18%	32.5%

Grades 9-12 Only 63.63% of students who started 9th grade in ASD, graduated with a high school diploma in 2016. The median graduation rate across the US is 87%.

Physical Health Needs

Exhibit #5 shows the health needs of our target school students over a three-year period. Health needs have remained fairly steady, particularly at Union Terrace and Washington, which did not have the community school supports or comprehensive coordination of services available at Raub.

School	Year	Vision		Dental		Asthma	
		Failed exam	Connected w/glasses	Failed exam	Connected w/care	% w/ asthma	Provided inhaler
Raub MS	2015-16	30%	24.2%	61.2%	33.7%	24%	2%
	2016-17	23.6%	9.8%	27.6%	21.7%	23%	2%
	2017-18	28.3%	26.7%	57.3%	20%	25%	9%
	2015-16	25.7%	8.4%	16.7%	5%	18%	0

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Union	2017-17	27.8%	12.4%	41.3%	20%	17%	.01%
Terrace ES	2017-18	30.7%	8.9%	37.3%	15.1%	15%	15%
Washington ES	2015-16	22.6%	5.6%	36.4%	7.5%	23%	.01%
	2016-17	20.7%	4.2%	20.7%	7.6%	19%	.02%
	2017-18	19.8%	8.4%	30%	10.8%	19%	.01%

Basic Needs

Because there is a CSC in place at Raub, we are able to track Basic Needs data (Exhibit #6). Since Union Terrace and Washington feed into Raub, it is likely that the increasing needs for basic services are similar.

Exhibit 6 – Raub Basic Needs

	2014-15	2015-16	2016-17
Food Assistance	36	45	125
Clothing Assistance	30	64	124
Housing Assistance	31	50	75

Behavioral / Mental Health data

Allentown principals and district leaders report the number one challenge in educating students today is the escalation in social-emotional and behavioral health needs. According to a 2014 brief by American Institutes for Research, “Chronic exposure to traumatic stress is increasingly understood as a common denominator among children, youth, and adults across service systems. Traumatic experiences include physical, sexual, and emotional abuse; family and community violence; natural disasters; wars; and the ongoing, cumulative impact of poverty, racism, and

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oppression. Repeated exposure to traumatic events without adequate support—particularly from an early age—can have a devastating, long-term impact on health and well-being.”

The groundbreaking 1998 Kaiser Adverse Childhood Experiences (ACE) Study by Felitti and Anda, and research on the neurobiology of trauma offer compelling evidence of the long-term impact of traumatic stress (Center on the Developing Child at Harvard University, 2010; Felitti and Anda; 1998, 2010). The ACE Study identified the relationship between the cumulative impact of adverse childhood experiences (e.g., physical or sexual abuse, witnessing violence) with later social, emotional, and cognitive impairments – and began a national conversation on childhood trauma. Although exposure to ACEs do not discriminate based on social class or racial and ethnic background, the Institute for Safe Families and the Public Health Management Corporation (2013) found a higher prevalence of ACEs in racially, ethnically, and economically diverse urban communities than found in previous studies of white, middle class populations. Over 37% of respondents reported four or more ACEs (unlike only 15% in the 1998 Kaiser study).

Students attending our target schools live in some of Allentown’s most impoverished and crime-ridden neighborhoods, characterized by gang violence, low rates of homeownership, high unemployment, addiction, transience, low education levels, limited access to affordable healthy food, teen pregnancy, and substandard housing – neighborhoods that reflect the same characteristics as the Philadelphia ACES study that demonstrated higher levels of trauma in urban, racially diverse communities. Raub, Union Terrace and Washington lack counselors who are trained in mental and behavioral health. Most school counselors are trained to be vocational

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resources and are ill prepared to handle the increasingly severe trauma-related health needs of their students. **The behavioral expressions of trauma such as aggression, defiance, withdrawal, reactivity, impulsivity, and emotional regulation are exactly the types of behaviors that lead to disciplinary infractions, suspensions and expulsions in the majority of schools.**

Exhibit #7 shows baseline mental / behavioral health data from our target schools. It is important to note that this data shows students who have a known behavioral health diagnosis. For our schools, 1 in 5 students (Raub) or 1 in 10 (Union Terrace and Washington) have already been diagnosed with a behavioral health need. National statistics show that over half (50.6%) of children with a mental health condition aged 8-15 actually received mental health services in the previous year. Eighty-eight percent of Latino children and youth have unmet mental health needs, compared to 77 percent for African-Americans and 76 percent for white children and youth. (Kataoka, Zhang, & Wells, 2002). Given our school and community demographics combined with the disciplinary infraction data shown below, it is likely that our students have mental and behavioral health needs at a higher rate than what has been identified.

Exhibit 7– Behavioral / Mental Health Data

School	Year	# Identified behavioral or mental health	# Student Assistance Program Referrals	# Office discipline referrals	# In-school suspension	# Out of school suspension
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		diagnosis				
Raub MS	2015-16	207	164	5,799	■	■
	■17	200	204	4,153	■	■
	■18	192	*NA	4,454	337	96
Union	2015-16	59	57	313	29	26
	2017-17	83	47	450	41	35
Terrace ES	2017-18	63	*NA	459	31	40
Washington ES	2015-16	63	65	90	14	23
	2016-17	52	105	87	19	35
	2017-18	42	*NA	149	14	36

*NA = data not available

Family Engagement Data

Family engagement is increasingly recognized as a critical link in advancing school reform efforts (Cavanagh, 2012; Mapp & Kuttner, 2013). Researchers have evidence for the positive effects of parent involvement on children, families, and school when schools and parents continuously support and encourage the children's learning and development (Eccles & Harold, 1993; Illinois State Board of Education, 1993). According to Henderson and Berla (1994), "the most accurate predictor of a student's achievement in school is not income or social status but the extent to which that student's family is able to: create a home environment that encourages learning, express high expectations for children's achievement, and become involved in children's education within the school and community.

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In the 2017-18 school year, Washington hosted four parent events that were attended by 20 parents on average; Union Terrace hosted 8 events with an 80-parent average; and Raub hosted 12 events with a 45 parent average. Family events represent the most basic start to engaging with the parent community. In contrast, at Allentown's Roosevelt Elementary, a United Way Community School site since 2007, there were 12 parent events with an unduplicated 375 parents attending overall.

Perhaps more pressing however, is the perception in ASD (prior to Superintendent Parker's arrival) that the district does not care about minority students. In 2015, hundreds of parents and students walked out of ASD schools in protest that their voices were not being heard. Since Parker was hired and began community conversations, parents have talked about the need for teachers to understand where students come from. One parent noted, "Other parents suggested having a Spanish translator at all meetings, informing parents of more volunteer opportunities, and creating community schools that have resources for parents and students even during after-school hours." (Retrieved from <http://www.mcall.com/news/local/mc-nws-allentown-schools-community-meeting-20170724-story.html>)

c) Plan overview.

Exhibit #8 provides an overview of the Allentown Full-Service Community Schools Project proposed plan. The estimated number of students served annually through this plan is 2,031 students with whole school Tier 1 interventions in Year 1 (such as attendance awareness campaigns, family engagement events such as literacy or science nights, positive behavior and attendance recognition events for families) and 746 students in Tier 2 and Tier 3 interventions (such as before/after school positive youth development, family case management, school based

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behavioral health, mentoring) across the three target schools. In our newer community schools of Washington and Union Terrace, we anticipate a more significant increase in numbers served over the first two years of this grant, with new CSCs adding both school wide initiatives and positive youth development and behavioral health programs. Raub Middle School, as an established CS with a deep and diverse listing of programs and services, will see a less dramatic increase over time in the number of students served per year, but additional grant investments will allow enhanced integration, improved referral, communication and data tracking systems to ensure the correct dosage and quality of student interventions. By Year 5, we anticipate serving 1,240 students in Tier 2 and Tier 3 interventions across all three target schools.

Exhibit 8 – Overview of Proposed Plan

	Raub Middle	Union Terrace Elem.	Washington Elem.
Current CS Status	Established, staffed with full-time CSC	Emerging, AmeriCorps VISTA doing some CS coordination	New, no CS infrastructure of any kind
Suggested Staffing	Bring PT Out of School Time staff up to FT; Add FT CISLV Integrated Student Supports Case Mgr	Add FT CSC; Add FT Behavioral Health Counselor	Add FT CSC; Add FT Behavioral Health Counselor (funded by UWGLV)
Needed Services	CSC will have more time to coordinate existing school based behavioral health	Behavioral Health Services. New CSC will coordinate and build effective processes.	Behavioral Health Services. New CSC will coordinate and build effective processes.

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	clinic to increase referrals/improve processes.		
	Student Case Management using CISLV’s Integrated Student Supports (ISS)		
	Positive Youth Development Programs	Positive Youth Development Programs	Positive Youth Development Programs
	Family engagement: PNLV’s Leadership Without Limits	Family engagement: PNLV’s Leadership Without Limits	Family engagement: PNLV’s Leadership Without Limits

CS = Community School; CSC = Community School Coordinator; FT = Full-time, PT – Part-time

6. Appropriateness of project design.

The Allentown Full-Service Community Schools Project is designed to address the needs of Raub, Union Terrace and Washington’s students, families and community members. The community school model presented by the Lehigh Valley Community Schools Consortium (LVCSC) demonstrates that with the right supports, effective coordination of services, and collaborative, trusting relationships in place between students, parents, school staff, community members, and partner organizations, we can advance academic achievement, ensure that

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kindergarteners are ready to learn, and students are safe, healthy and supported by engaged parents. The Allentown Full-Service Community Schools Project is developed with key components that have been shown to address the student, parent and community needs previously described. 1) ***Our plan is built around the Community School Pillars that are also recognized as Characteristics of High Quality Schools*** (Community Schools as an Effective Improvement Strategy: A Review of the Evidence, Maier, et. al. 2017): Integrated student supports; Expanded learning time and opportunities; Family and Community Engagement; and Collaborative Leadership and Practice. These plan characteristics also aligns with the Allentown School District 2017-21 Strategic Framework. 2) ***Our plan is built around research-based lessons for implementation.*** Well-implemented community schools lead to improvement in student and school outcomes and contribute to meeting the educational needs of low-achieving students in high-poverty schools. Maier's findings showed that comprehensive community school interventions have a positive impact, with community school programs in many different locations showing improvements in student outcomes, including attendance, academic achievement, high school graduation rates, and reduced racial and economic achievement gaps.

CISLV Integrated Student Supports (ISS) deliver supports to the school, students and families through three different tiers. Tier I supports induce school-wide culture change and achieve school-wide goals. These opportunities are available to the entire student population and sometimes families. (Tier I example: Clothing drive, family engagement night). Tier II supports empower small groups of at-risk students who share a common need (Tier II example: tutoring, grief counseling group). Tier III supports are individualized, case-managed supports directed to a small population of referred students (ideally top 5-7% of at risk students) within the school.

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Working with students' parents and teachers, a comprehensive student support plan is completed to provide or connect each student receiving Tier III supports with the services they need to be successful. Evidence-based, trauma informed behavioral health services will be a key resource to reducing disciplinary infractions, thereby allowing students to spend more time in the classroom and have the opportunity to make academic gains. We anticipate that the supports integrated throughout our plan, such as counseling, medical care, and dental services, will (as shown in previous studies) result in significant improvements in attendance, behavior, social functioning, and academic achievement.

Expanded learning time and opportunities are included through high quality Positive Youth Development (PYD) programs that include tutoring and that involve youth voice as an important component of program delivery. These opportunities are associated with positive academic and non-academic outcomes, including improvements in student attendance, behavior, and academic achievement. Students who are engaged in school are more likely to regularly attend school which leads to improved academic outcomes. Catalano at the University of Washington School of Social Work reported that there is strong evidence that PYD strategies are effective in addressing the needs of low-income youth. In addition, PYD has also been shown to be effective at combatting behavioral/mental health issues. Hawkins et al (1999, 2005, 2008) showed that students participating in PYD reported fewer mental health disorders and symptoms.

Expanded learning time and opportunities are included through high quality Positive Youth Development (PYD) programs that can include tutoring during the school year as well as summer, and involve youth voice as an important component of program delivery. These

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opportunities are associated with positive academic and non-academic outcomes, including improvements in student attendance, behavior, and academic achievement. An exploration by the Tufts University Institute for Applied Research in Youth Development showed that PYD was connected to the following outcomes: increased levels of school engagement; competence; confidence; connection; character; and caring/compassion. Students who are engaged in school are more likely to regularly attend school which leads to improved academic outcomes. Catalano at the University of Washington School of Social Work reported that there is strong evidence that PYD strategies are effective in addressing the needs of low income youth. In addition, PYD has also been shown to be effective at combatting behavioral/mental health issues. Hawkins et al (1999, 2005, 2008) showed that students participating in PYD reported fewer mental health disorders and symptoms.

Family and community engagement will be addressed through the collaboration of Promise Neighborhoods of the Lehigh Valley (PNLV), a trusted and culturally competent community outreach agency, and schools through the Community School Coordinator. PNLV will provide grassroots community-organizing efforts that aim to develop parent and community leadership and voice in Center City neighborhoods. Parents will be encouraged and taught skills through a strength-based model to empower greater self-efficacy, resilience and self-awareness so they can build stronger, healthier support networks, improve family self-sufficiency and better support healthy development of their children. PNLV will work with the CSCs to identify individuals; families, community members, who are interested in personal leadership growth aimed at growing voice to make a difference in their community.

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Our Full-Service Community School plan is grounded in **Collaborative Leadership and Practice**. The Maier report found that “Collaboration and shared decision making matter in the community schools approach. That is, community schools are stronger when they develop a variety of structures and practices (e.g., leadership and planning committees, professional learning communities) that bring educators, partner organizations, parents, and students together as decision makers in development, governance, and improvement of school programs.” Our consortium members and partners represent the business community, local and state government, health networks, faith-based organizations, funders, parents, students, community residents, school staff, and community based organizations. We have high-level systems change structures in place, such as United Way’s five Education coalitions, as well as on the ground processes built by PNLV, CISLV and Community School Coordinators in place at other sites throughout the Lehigh Valley. Bi-directional communication systems, continuous improvement processes, and data sharing are in place with the 35 schools supported by UWGLV and CISLV and will be replicated by Union Terrace and Washington, as they already are at Raub.

In addition, our plan design includes **research-based implementation** lessons described in Maier’s synthesis of evidence about the impact of community schools on student and school outcomes. It is important to note that *United Way of the Greater Lehigh Valley is recognized as a best practices Community School model in Pennsylvania’s Every Student Succeeds Act (ESSA) plan*. Plan design components that are recognized as research-based “lessons” for implementation include:

- I. Comprehensive integration of integrated student supports, expanded learning time opportunities, family engagement, collaborative leadership and school-based

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behavioral health services. This integration is led by the completion and use of the strategic alignment plan that prioritizes outcomes for the year ahead based on data and then tracks the identified strategies that need to be implemented to achieve the outcome.

- II. Clearly defined elements and structures are implemented consistently across different sites. Specific activities are included in the Management Plan section that will contribute to implementation of a high fidelity CS model that coordinates efforts and processes across sites. UWGLV's VP Education (and grant Project Supervisor) ensures consistency across all Lehigh Valley CS sites.
- III. For expanded learning time and opportunities, student access to services and the way time is used make a difference. The consortium will ensure that students engaged in expanded learning time receive the appropriate "dosage" during initiatives like Summer Learning opportunities (120 program hours). All PYD providers' curriculums are well-aligned with the grade level school curriculum and standards, as well as fun, enriching and focused on building the five C's.
- IV. Schools will offer a spectrum of family engagement opportunities such as community leadership development with PNLV, parent-driven workshops, cultural celebrations, whole school fun family events like literacy nights/science nights, skill-building sessions like positive discipline practices and internet safety as well as invitations to participate on the Community Leadership Team.
- V. Our plan is designed to be a collaborative effort grounded in shared decision making. Each school will have a Community Leadership Team whose membership includes key community partners, school staff (Principal, CSC) parents/caregivers, students,

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health and behavioral health providers, human service providers, local businesses, civic organizations, police departments, higher education institutions, early childhood providers, and faith based leaders. This team will engage in creating solutions, discussing challenges, and identifying resources to strengthen and improve site-based operations.

- VI. Data will be used in an ongoing process of continuous program evaluation and improvement as well as to identify new areas in need of attention and support. Actionable data will be accessible to this group to measure progress and feedback loops will be in place to keep all stakeholders engaged. UWGLV, through its Results-Based Accountability system, and in partnership with consortium members, is tracking indicators that lead to academic achievement, as well as academic data, such as 3rd grade reading level gains. Collective impact principles create common language around data-driven decision-making and equitable processes to support students. Our community schools will maintain a strong academic achievement focus, grounded in UWGLV's community goal of increasing the number of 3rd grades reading at grade level by 50% by 2022 and the larger Lehigh Valley Reads goal of ensuring all Lehigh Valley students read on grade level by 3rd grade by 2025.
- VII. Our plan focuses on creating school conditions and practices characteristic of high-performing schools and ameliorating out-of-school barriers to teaching and learning in order to improve outcomes in high poverty neighborhoods. Recognizing and addressing trauma and behavioral health needs as a major barrier to learning for our students and families is a crucial part of our project design. Integrating behavioral

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health supports at all of our schools, in addition to physical health supports helps to alleviate symptoms that interfere with learning.

VIII. Our plan leverages local assets to meet the specific needs of our school communities. Partners includes health networks like St. Luke’s University Health Network or Lehigh Valley Health Network and community organizing programs like Promise Neighborhoods of the Lehigh Valley to increase parent and student self-advocacy efforts. Each school site included in this plan is unique and although processes and systems will be streamlined across sites, we recognize that providers at each school will have to adapt to school specific needs and climate. Our Management Plan includes activities related to assessment of site-based offerings and plans to change and improve services as necessary to address the specific needs at each site most effectively.

7. Goals, objectives and outcomes

We propose the following goals, objectives and performance measures to ensure that children are: **prepared for kindergarten; achieving academically; and safe, healthy and supported by engaged parents.**

Goal 1: Students start school ready to learn.
Performance Measure 1: By September 30, 2023, the number of students prepared for kindergarten will increase by 25% as measured by ASD K-readiness assessments.
<i>Objective 1.1:</i> Increase by 5% per year the number of children attending early childhood programs from Years 2 -5.
<i>Objective 1.2:</i> Increase by 5% per year the number of children meeting early childhood benchmarks from Years 2-5.

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<p><i>Objective 1.3:</i> Increase by 5% per year the number of children with identified physical and behavioral health needs who are connected with services.</p>
<p><i>Objective 1.4:</i> Determine baseline and increase the number of children and parents/caregivers accessing kindergarten transition programs. (quantified benchmark would be available by Year 2, after baseline assessment is completed in Year 1)</p>

<p>Goal 2: Students are positively and meaningfully engaged in school.</p>
<p>Performance Measure 2: By September 30, 2023, the number of students identified as chronically absent will decrease by 25%.</p>
<p><i>Objective 2.1:</i> By Year 5, 75% of Raub students and 50% of Union Terrace and Washington students will be engaged in quality out of school time programs.</p>
<p><i>Objective 2.2:</i> Increase by 5% per year, the number of students reporting positive relationships with teachers and school staff in Years 2-5.</p>
<p><i>Objective 2.3:</i> Increase of 5% in the number of students per year who are identified as needing a mentor are connected with one.</p>

<p>Goal 3: Students are succeeding academically.</p>
<p>Performance Measure 3: By September 30, 2023, the number of students reading at grade level will increase by 25%.</p>
<p><i>Objective 3.1:</i> increase of 5% of students per year have access to education services and supports inside and outside of school.</p>
<p><i>Objective 3.2:</i> Increase by 5% per year, the number of students attending school regularly.</p>
<p><i>Objective 3.3:</i> Increase by 5% per year, the number of students reading at grade level.</p>

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<i>Objective 3.4:</i> Increase by 5% per year, the number of students performing math at grade level.
<i>Objective 3.5:</i> Increase by 15% of students who report having postsecondary plans over 5 years
<i>Objective 3.6:</i> Decrease by 5% per year the number of students who are held back to repeat a grade.

Goal 4: Students are healthy physically, socially and emotionally.
Performance Measure 4a: By September 30, 2023, there will be a 25% decrease in the number of students with behavioral incidences.
Performance Measure 4b: By September 30, 2023, there will be a 25% increase in the number of student connected to health services who are identified as needing health services.
<i>Objective 4.1:</i> The number of students demonstrating strong social-emotional skills will increase by 5% per year.
<i>Objective 4.2:</i> The number of students identified as having a physical health need and connected with health services will increase by 5% per year.
<i>Objective 4.3:</i> The number of students identified as having a behavioral health need and connected with behavioral health services will increase by 18% in year 1 and grow by 2% percent a year thereafter?
<i>Objective 4.4:</i> Of students participating in school-based health services, 50% will report reduced trauma symptoms each year
<i>Objective 4.5:</i> 35% of students identified as having nutritional needs will be connected with meal/feeding programs each year.
<i>Objective 4.6:</i> 20% of students per year will have access to physical education opportunities as a way to improve mental/behavioral health.

Goal 5: Students are living and learning in a safe and supportive environment.
Performance Measure 5: By September 30, 2023, there will be a 25% increase in the number of students who feel safe and supported in school.
<i>Objective 5.1:</i> Increase of 10% of students will report feeling safe at school each year.
<i>Objective 5.2:</i> Increase by 15% per year, the number of school staff adopting and implementing trauma informed/sensitive practices in their classrooms.

Goal 6: Families are positively engaged with their children’s education
Performance Measure 6: By September 30, 2023, the number of parents engaged with their child’s education in a way that supports their child’s learning will increase by 30%.
<i>Objective 6.1:</i> Increase the number of family engagement events by 10% per year.
<i>Objective 5.2:</i> Increase by 5% per year, the number of parents/caregivers actively participating in the school.
<i>Objective 6.3:</i> Increase by 10% per year the number of families supporting their child’s education through attendance at workshops/school trainings and consents signed for referred programs.

Goal 7: Schools are positively engaged with families and the surrounding community.
Performance Measure 6: By September 30, 2023, 75% of families will know that the school is a community school and feel comfortable accessing support services and guidance through the community school office or other school personnel.
<i>Objective 7.1:</i> 5% increase in number of parents per year report that school teachers and staff

regularly communicate about their child’s progress and concerns.
<i>Objective 7.2:</i> Increase by 12% per year, the number of parents reporting that their school is a community resource (for new community schools, 5% increase for Raub as an existing community school)
<i>Objective 7.3:</i> Increase by 5% per year, the number of parents who report that they can identify who to contact at the school for help with various needs.

B. QUALITY OF THE PROJECT SERVICES

1. Overview United Way is leading a bi-county regional 3rd grade reading campaign, part of a national movement led by the Annie E. Casey Foundation, to have all 3rd grade children reading at grade level by 2025. Currently 66% of 3rd graders across the Lehigh Valley are reading at grade level proficiency, in Allentown, that percentage in 2016-2017 was 42.9%. The Lehigh Valley Community Schools Consortium’s (LVCSC) collective systems-change efforts have helped to turn the curve from five previous years of a downward trend to a stagnant year in 2015-2016 and then a 4% increase from 62% to 66% in 2016-2017. Key research-backed strategies drive towards the achievement of the following four outcomes that together advance our population level grade level reading goal: increasing kindergarten readiness, reducing chronic absenteeism, reducing summer learning loss and improving behavioral health by addressing impacts of childhood trauma. To advance each of these outcome areas and the ultimate goal, UWGLV mobilizes and leads broad-based, cross sector coalitions focused on systems-level changes and the effective delivery of high quality programs and services. The coalitions are the Lehigh Valley Early Childhood Coalition, the Lehigh Valley Summer Learning Coalition, the

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Lehigh Valley Trauma Awareness Collaborative, the Challenge 5 Attendance Awareness Coalition and the Community School Network.

The Community School Network anchors the work of the other coalitions and fuels new growth and advancement of practices and protocols. The CS Network is used as an incubator of innovation and from where the coalitions tap into actively engaged youth and families to validate data and assumptions and from where best practices become tested, proven and replicated. CSC's, principals, lead partners and program providers are actively engaged in each of these coalitions, with some even leading various work groups. There is a consistent continuous improvement mechanism in place because of the CS infrastructure. CSCs have identified partners, programs and services in need of capacity building to most effective. UWGLV has then worked with these identified partners, to build strength and alignment into their programs and services increasing the value proposition to the schools. New strategies have been funded based on information shared out of the Community School Network and long funded strategies have been discontinued due to losing priority within the CS Network- all in the name effectively supporting schools to serve kids in a way that brings about better outcomes.

2. Pipeline Services

c) Existing services Our three target schools are in varying stages of community school development. Raub Middle School has had dedicated community school staffing and received UWGLV technical assistance since July of 2015. Union Terrace has had the same AmeriCorps VISTA member serving to build community school readiness since July 2016; building communication mechanisms with school staff, families and community on what a community

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school is and identifying the types of services students and families desire. Washington Elementary is led by a Principal who embraces the concepts of the community school model consistently, yet will be brand new to the implementation of the model and the actual operational changes that are required within a school for the effort to be successful. Each school has varying degrees of existing services, programs and partners. All have health partners supporting the physical health needs of students (dental, immunizations, physicals), some before/after school positive youth development programming, family engagement events, and exposure to interventions that can address and reduce chronic absenteeism. Both elementary schools have summer learning and summer kindergarten readiness programs beginning summer 2018, funded in part through UWGLV’s new investment plan. All three have after school programming, including tutoring through the 21st Century Community Learning Center grant, however are lacking a dedicated staff person on-site to coordinate the programs and ensure they are positive, high quality experiences for the students that also help to build meaningful relationships with families. Exhibit #9 outlines existing services at our target schools.

Exhibit 9 - Existing Services

	Raub Middle School	Union Terrace Elementary School	Washington Elementary School
Existing Staffing	FT CSC PT Out-of-School Time Coordinator (SLUHN) PT 21 st CCLC program manager (CISLV)	AmeriCorp VISTA providing service coordination	
Existing	School based behavioral		

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Services	health clinic run by Pyramid Health which uses multiple different evidence-based practices, such as Trauma Focused Cognitive Behavioral Therapy, TF- CBT)		
	Physical Health services: dental, vision, immunizations, physical (SLUHN)	Physical Health services: dental, vision, immunizations, physical (SLUHN)	Physical Health services: dental, vision, immunizations, physical (SLUHN)
	After School Positive Youth Development Programs	After School Positive Youth Development Programs	After School Positive Youth Development Programs
		Summer Learning	Summer Learning
		Summer K-readiness	Summer K-readiness
	Chronic Absenteeism Interventions	Chronic Absenteeism Interventions	Chronic Absenteeism Interventions
	Family engagement	Family engagement	Family engagement
District-wide initiatives	<p style="text-align: center;">Talk Read Sing</p> <p style="text-align: center;">Challenge 5</p> <p style="text-align: center;">Head Start</p> <p style="text-align: center;">K-Ready</p>		

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FT = Full-time; PT = Part-time

School Based Behavioral Health Services Pyramid Healthcare currently runs a school-based clinic at Raub. Pyramid's CHOICES program is an interactive decision-making program that empowers students to achieve academic and behavioral success in pursuit of their career and life aspirations. CHOICES is a voluntary program offered to students who:

- Have problems expressing themselves in an appropriate manner
- May be at-risk for using substances to cope with stress, sadness, or difficult situations
- Have difficulty connecting current decisions/behaviors with future outcomes
- Seem uninterested in learning, planning for the future, or getting a job
- Have difficulty managing the responsibilities of life, creating ongoing stress/frustration
- May be at-risk for failing classes or not graduating with their classmates due to their behavior or choices

The CHOICES specialty treatment program supports students and their families by encouraging them to communicate, set goals, and make safe and healthy choices. Using evidence-based practices, such as Trauma Focused Cognitive Behavioral Therapy, Pyramid works to help young individuals recognize and develop their talents, leading to a decreased frequency of behavioral problems, improved school attendance, and increased academic performance and motivation. CHOICES also helps students identify the connections between their current talents and passions, their future goals and career opportunities. Approximately 55 students at Raub were connected to Pyramid Healthcare services in the 2016-17 school year. These numbers are low given Raub's student needs, which is why we need to provide technical assistance in developing a high functioning school based behavioral health center model at all three schools.

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Physical Health Services St. Luke’s University Health Network (SLUHN) and Lehigh Valley Health Networks’ (LVHN) Mobile Youth Health Centers provides medical care to Raub, Washington, and Union Terrace students with a special focus on students who do not have a family doctor and/or insurance. SLUHN and LVHN serve as a temporary providers for acute care issues while helping families access a regular source of healthcare. Both organizations try to see every student who has a signed consent at least one time in order to provide a Health Assessment for each student every year. Although students and families are being provided with access to health supports, our needs data shows that many students are still in need of services. We anticipate that having Community School dedicated to service coordination, will ensure that more students and families are provided with needed health supports.

After School Positive Youth Development Programs Current levels of after school programming and percentages of students connected to out of school time tutoring supports are shown in Exhibit #10.

Exhibit 10 – 2017-18 Levels of After School Programming and Tutoring Supports

	# PYD programs	% of students supported by 21 st CCLC funded programming	% students connected to out of school time tutoring	# of students engaged in after school programs (<i>not unduplicated</i>)
Raub Middle School	24	6%	10%	620
Union Terrace Elementary	7	22%	21%	272

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Washington	4	12%	12%	134
Elementary				

*21st CCLC = 21st Century Community Learning Centers

ASD receives 21st Century Community Learning Centers (21st CCLC) funding. While each of our target schools benefits from a portion of this funding (each school has one after school program that is provided using 21st CCLC funding), the vast majority of students at target schools do not have access to these programs. Raub’s high level of programming can be attributed to having a full-time CSC. Given the significant needs of our students, it can be inferred that particularly Washington and Union Terrace could greatly benefit from increased access to PYD after school programming and coordination.

Family engagement The Needs Assessment section describes that although family engagement is occurring on some level at all the schools (especially Raub), the levels are particularly low at Union Terrace and Washington. Furthermore, parents themselves have indicated wanting more voice in ASD.

Summer Learning and Summer Kindergarten Readiness Both Union Terrace and Washington currently offer Summer Learning programs that aim to help low income students maintain school year gains and avoid the “summer academic slide.” Summer 2018 is their first year implementing a summer learning program, so we do not yet have data on actual student engagement rate relative to spring enrollment numbers, or the number of students with positive program attendance. Low-income students not engaged in summer learning fall 2–3 grade levels behind their peers by the end of 5th grade. From 2014-16 our consortium has driven a 6% increase in the number of low-income youth engaged in summer learning opportunities. In

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Allentown, summer learning participants showed a 12% increase in reading proficiency – particularly impressive since the goal of our summer learning initiative has been to maintain the academic level with growth as a bonus. Our Summer Learning programs, in partnership with the Lehigh Valley Food Council, also connect food insecure families with access to free summer meals and food. Programs adhere to “dosage” recommendations provided by the National Summer Learning Association. These summer learning programs also included a transitional Kindergarten-readiness component where children entering kindergarten in the upcoming fall were able to participate in readiness activities that would help them more comfortably transition into kindergarten successfully with the start of the school year, while also building skills such as letter and number recognition, items critical to being ready to learn.

Chronic Absenteeism Reduction Interventions Union Terrace offers grade-level attendance incentives for increased quarter-to-quarter attendance. Raub has several resources in place to address students with attendance concerns. Given the size of Raub, the new truancy law that uses metrics different than chronic absence with stricter adherence guidelines and the other key priorities, a focus on addressing chronic absence has come to the forefront with Raub leadership placing it as their top priority for school year 18-19. Currently there is an outreach worker, a home school visitor and in Spring 2018 an MSW intern focused on ensuring the 900+ students are attending school regularly and home based family case management supports funded by UWGLV (Pinebrook Family Answers, Making The Grade). With the assistance of UWGLV, Washington is in the process of identifying students who are chronically absent or at-risk of chronic absence. Increasing schools’ capacity to fully meet with students who are at risk for or are chronically absent is one of the aims of the services proposed in this application. Washington

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also receives home-based family case management supports to reduce chronic absenteeism through Lehigh County.

District-wide initiatives Talk Read Sing (TRS) is a national evidence-based initiative that, through UWGLV's Early Childhood Coalition as anchor, is customized to reach residents in Allentown's lowest income communities. Supporting parents and caregivers to seize everyday opportunities for quality interactions during the first 5 years of a child's life is at the heart of this initiative. TRS focuses on 3 things that motivate behavior change. 1) Trusted messengers. Parents trust information from people they already have relationships with like pediatricians, churches and service providers such as hair salons. 2) Environmental prompts and paid media. TRS uses materials like posters with environmental prompts for playgrounds, grocery stores, laundromats, and other spaces. Prompts reinforce talking, reading and singing in every day scenarios. 3) Family friendly tools and materials to facilitate change. Through trusted messenger sites, TRS provides parents and childcare providers with high-quality materials and teaching tools to make meaningful interactions easier. TRS will launch in fall 2018.

Challenge 5 Attendance Awareness uses both community-based and school-based strategies to encourage all kids to strive for less than five absences – excused or unexcused – all year. This was based on the campaign that was done in Grand Rapids Michigan where calling out a specific number of days was the key in helping to significantly reduce the chronic absence rate. Some of the success came from new knowledge about how few days a student has to miss to begin falling behind (just two days per month) and some of it was in the repetitive nature message and ability to clearly pull data according to the message. In the community, partners are canvassing the streets to engage participation from local businesses, churches and other organizations to help

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spread the message about the importance of children attending school every day and the negative effects when they don't. Other marketing tactics include distributing marketing materials – posters, lawn signs, flyers and stickers; collecting incentives for children/families who attain attendance milestones; promotion through billboards, bus wraps and other media vehicles. UWGLV's Challenge 5 Attendance Awareness Committee leads efforts to implement this campaign throughout the district. This effort has also led ASD to request an AmeriCorps VISTA member to serve at the district level to organize and build capacity related to effectively addressing chronic absenteeism. Recruitment for this role is underway with an expectation to secure a high quality candidate to begin by end of summer 2018. K-Ready! is a yearlong readiness plan for next year's kindergarteners that includes workshops, open houses, materials, plus awareness of registration and importance of on-time registration. Our current Head Start program serves about 500 children who transfer into ASD-area schools for Kindergarten. The Head Start curriculum aligns with the ASD curriculum so that the children are ready to learn at transition. Head Start staff meet frequently with ASD leadership.

Existing Pipeline Services provided outside of target schools CISLV provides integrated student supports within Louis E. Dieruff and William Allen High School (the high schools eventually attended by the majority of Raub, Washington and Union Terrace students). 158 students were served in the CISLV High School program during the 2017-18 school year. As part of their high school program, CISLV provides supports for student transitions from high school into and through postsecondary education and into the workforce. Pipeline services include:

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- High School work readiness workshops and groups for students on the CISLV caseload. Activities include job fairs, mock- interview workshops, skill building groups, and trips to Perfect Fit for job interview clothing.
- Transition supports to the local community college (Lehigh Carbon Community College) for students graduating from Allen or Dieruff High School.
- A dual enrollment course where ASD High School students can take college courses for credit during their high school day for a reduced price through LCCC
- The summer bridge program is a free program to help students learn more about study skills, time management, etc. to be more successful in college. This is offered for any ASD student who is enrolled and will be attending LCCC in the fall of the coming year.
- The Allentown School District Promise Scholarship provides support for students who:
 - Graduate from a high school in the Allentown School District in June 2017
 - Have had a minimum 80% attendance rate during senior year of high school
 - Minimum 2.5 GPA on high school transcript
 - Demonstrated financial need as determined by completing the Free Application for Federal Student Aid (FAFSA).
 - Enroll in an LCCC associate degree program with a minimum of 12 credits per semester
 - Request high school transcripts be forwarded to LCCC Financial Aid office
- Participation in Summer Jobs Program through the Lehigh Valley Workforce. This program provides rising 11th graders with 7-week job placements in local businesses. Students who participate receive a week of classroom instruction on job readiness, skill

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and interest assessments prior to being placed in the field for 6 weeks. CIS staff assists students in obtaining appropriate paperwork and completing applications.

In addition, the CISLV High School programs ensure community-based supports to facilitate students continued connection to the Allentown community and success after high school.

Through the Allentown Re-engagement Center (REC), former dropouts are provided with a second chance to complete their high school education. Out of School youth between the ages of 17-24 are targeted for outreach and enrollment into an educational program leading to a diploma or GED. Students are given flexible options, including a return to traditional high school, enrollment in a self-paced online learning program, or enrollment in GED classes. This allows students to continue to manage responsibilities such as jobs and parenthood while working on their education. Allentown REC students are also provided access to career readiness programming offered by a representative of the Workforce Development Board. Exhibit #11 below shows the actual number of students who participated in re-engagement and subsequently received a diploma and GED.

Exhibit 11 – Re-engagement in ASD

	Oct. 1, 2015 – June 30, 2016	July 1, 2016 – June 30, 2017	July 1, 2017 – June 30, 2018
Reengaged Students Case Managed	140	202	158
Total Graduates	30	50	51
Diploma Earners	14	27	24
GED Earners	16	23	27
Withdrawals from Diploma	12	30	10

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Track			
Withdrawals from GED Track	16	81	37

d) Proposed additional services

Infrastructure/Coordination By adding dedicated full time Community School Coordinators to both Washington and Union Terrace, and adding a fulltime After School Coordinator at Raub Middle School (freeing up the Community School Coordinator from the day to day responsibilities of managing after school programs at a large high need middle school), these three schools will be better able to increase efficiency and efficacy of existing services by developing and implementing standardized processes, establishing and/or improving upon cross-sector team meetings, processes for identifying at-risk students, matching them with appropriate services and interventions and monitoring outcomes to assess quality of the intervention and alignment of intervention to student need. CSC staff will integrate regional coalitions’ evidence based strategies into their schools: Challenge 5 campaign to reduce chronic absenteeism, high quality summer learning with integrated enrichment and academic components, Talk Read Sing early learning campaign to close the 30 million word gap, gap, K-ready program to increase on-time K registration and smooth kindergarten transitions, and support the development of a trauma sensitive school model.

As evidenced by existing community schools within our network, dedicated community school staffing is vital to creating effective processes for identifying students in need of interventions, connecting at-risk students with the right interventions and right dosage of interventions, and monitoring student outcomes to assess the effectiveness of these interventions. Within our

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network of schools, out of school time opportunities are used to both provide critical skill building opportunities and act as motivation to improve school attendance and behavior, including pro-social behavior and interpersonal dynamics. A mixture of at-risk students and students with positive attendance and behavior is combined in after school programs to provide opportunities for positive peer modeling.

Health services, family engagement, positive youth development (through before/after school programs), summer learning and kindergarten readiness are critical strategies to school success. As noted in the 2017 Children's Health Fund literature review, *Health Barriers to Learning: The Prevalence and Educational Consequences in Disadvantaged Children*, if a child cannot see the writing on the board or the page, or struggles to control his asthma or is in chronic pain due to tooth decay, his focus on learning and school attendance will suffer. Similarly, research shows us that students who do not feel positively engaged in school suffer from lower academic achievement, school attendance and higher behavior incidents. Conversely, students who participate in high quality after school programs demonstrate higher school attendance, fewer behavioral incidents and improved academic performance. In our community school model, we connect students with attendance concerns to fun, engaging before or after school programs to increase their sense of school attachment, self-worth and exposure to a kind, caring adult mentor.

We know there are good intentions of teachers who want to see their students off well to the next grade level. We also know that including transition strategies into a classroom lesson plan is not the standard operating procedure. When CSCs are in place and teachers indicate a priority on taking an idea of what they know will be good for kids and having someone lead the logistics of

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making it happen, more often it will actually happen. CSCs are equipped to push the boundaries of the status quo and make things happen that are good for kids but may be outside of the typical routine. One example of this in ASD is Roosevelt Elementary which feeds South Mountain Middle School (SMMS). The transition process between these two schools is seamless and continues to build upon itself every year. Currently, sixth grade guidance counselors, the CSC and former Roosevelt students return to Roosevelt in the spring of each school year. Fifth graders get a chance to ask questions from people they can trust. Some 5th grade classrooms have set up Pen Pals with middle schools students so that incoming sixth graders already feel like they are part of the school community. Rising sixth graders are also recruited from Roosevelt to participate in summer programs to get them on campus and more familiar with the new school. It is noteworthy that SMMS has a welcoming environment and higher outcomes than any other MS in ASD. Until 2015 it had been the only CS MS in the district and has a head start on many promising practices.

Additional services selected for inclusion in this application were chosen based on their evidence of promising practice or after our own work and experience in the Allentown Community School network. This section presents support for School-Based Behavioral Health Services, Positive Youth Development programs, Integrated Student Supports, and strategies to increase Parent Leadership and Voice that have been found to improve the following areas: school attendance, academic achievement, behavior, social-emotional learning, and family engagement. Our plan adds services at Raub, Union Terrace and Washington to build a comprehensive full-service community school model that ensures that students enter kindergarten ready to learn; are achieving academically; and are safe, healthy and supported by engaged families.

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Our **Evidence-Based School Based Behavioral Health** services are grounded in elements of trauma informed systems supported by research and organizations such as the National Center for Safe and Supportive Learning Environments (NCCSLE), the Substance Abuse and Mental Health Services Administration (SAMHSA), Massachusetts Advocates for Children, Harvard Law School, and the National Traumatic Stress Network. We plan to add behavioral health services at Union Terrace and Washington. These services will be provided by Pinebrook Family Answers, a Trauma-Informed Service Agency. Pinebrook is licensed by the Pennsylvania Department of Health, Pennsylvania Department of Human Services, Offices of Children, Youth & Families and Mental Health & Substance Abuse Services, and nationally accredited by the Council On Accreditation (COA). Pinebrook's 2011 re-accreditation citation from COA states that "COA's commitment to maintaining the highest level of standards and quality improvement is designed to identify providers that have set high performance standards for themselves and have made a commitment to their constituents to deliver the highest quality services. Pinebrook will provide a Masters level behavioral health clinician to deliver evidence based trauma informed therapeutic interventions to students and families. Therapeutic models include Trauma Focused Cognitive Behavioral Therapy (TF-CBT), cognitive behavioral interventions for trauma in schools (CBITS) or its elementary school version (Bounce Back), and are trained in several additional evidence based therapeutic models as well (such as rapid eye movement).

Evidence-Based Integrated Student Supports (ISS) are a school-based approach to promoting students' academic success by developing or securing and coordinating supports that target academic and non-academic barriers to achievement. As noted in the ChildTrends 2014 summary of the research and evidence base behind ISS, this intervention has the potential to help

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a range of disadvantaged, marginalized and/or struggling students. These resources range from traditional tutoring and mentoring to provision of a broader set of supports, such as linking students to physical and mental health care and connecting their families to parent education, family counseling, food banks, or employment assistance. While individual programs vary somewhat in the ways they provide integrated student supports, all ISS providers employ common components (needs assessment, integration within schools, community partnerships, coordinated supports, and data tracking); all provide wrap-around supports to improve students' academic achievement and educational attainment; and all embrace the premise that academic outcomes are a result of both academic and non-academic factors.

While ISS programs take many forms, integration is key to the model—both integration of supports to meet individual students' needs and integration of the ISS program into the life of a school. CISLV has been collaborating with consortium members to provide ISS throughout Lehigh Valley schools for 7 years. In the CISLV ISS model to be implemented at Raub, the Community School Coordinator, CISLV Case Manager, and partners deliver support to school, students, and families through three different tiers. Tier I supports induce school-wide culture change and achieve school-wide goals. These opportunities are available to the entire student population and sometimes families. (Tier I example: Clothing drive, family engagement night, every day attendance campaign). In the Allentown Full-Service Community Schools project, UWGLV provides or initiates most Tier I supports, while CISLV focuses on Tiers II and III. Tier II supports empower small groups of at-risk students who share a common need (Tier II example: tutoring, grief counseling group). Tier III supports are individualized, case-managed supports directed to a small population of referred students within the school. Working with individual students' parents and teachers, the Case Manager completes a comprehensive student

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support plan for each student receiving Tier III supports. CISLV will continuously monitor student and school progress and adjust supports to optimize results.

Through ISS, CISLV Case Managers will provide support for students' transition from middle to high school. At Raub, CIS will conduct small group meetings with students receiving case managed services to provide an opportunity for a face to face meeting as well as an attempt to answer any questions or concerns about transitioning to high school. Students will participate in large group field trips to the high schools, at which time CIS staff are introduced, and the tour includes a stop at the CIS office. CIS will host meet the teacher nights, "locker nights," special tours and other opportunities to bring students and their families to the high school school during off hours to help reduce anxiety about transitioning to the next grade level. Additional outreach efforts will be made to Union Terrace and Washington 5th graders to encourage participation in summer programming to assist in the ease of transitioning from elementary to middle school.

Positive Youth Development Programs Effective Positive Youth Development (PYD)

programs considerably improve multiple youth outcomes (Catalano, R. F., Berglund, L. M., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2002) such as attendance and participation, increased willingness to attend and participate at school, positive social behaviors, grades, test scores and reductions in problem behaviors. In addition, 3-6 pm is the peak time for juvenile crime and victimization. After-school PYD programs provide students from high crime neighborhoods with a safe haven and positively effect prevention outcomes.

Community Bike Works (CBW) provides youth living in at-risk situations with meaningful work-ethic principles and alternatives for engagement. Using bicycles, peer role models and adult

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mentors to develop and nurture relationships and engage youth, CBW influences behavior and outlooks about school and life. The Earn a Bike program will be implemented at our target schools. In this program, students learn bike mechanics and safety while practicing reading, writing, teamwork and developing work ethic skills. At the end of the class, students earn a refurbished bike and new helmet.

The DaVinci Science Center is a national award-winning nonprofit that has “brought science to life and lives to science since 1992.” The Science Center’s hands-on exhibits, programs, and partnership efforts present the STEM subjects of science, technology, engineering, and mathematics to kids informally, playfully, and in ways that relate to their popular interests. These active and engaging experiences awaken interest, promote fundamental skills, and inspire students to consider exciting STEM careers that meet growing industry demands. The Science Center also promotes creativity, artistry, and current-day applications of qualities of greatness embodied by Leonardo da Vinci and the innovators who have succeeded him. Da Vinci integrates literacy into its project based STEM programming, and fully aligns its program to ensure the 5 C’s of positive youth development. An exploration by the Tufts University Institute for Applied Research in Youth Development showed that PYD was connected to the following outcomes: increased levels of school engagement; competence; confidence; connection; character; and caring/compassion. Da Vinci has also led the pilot of our Summer Learning Program Quality Assessment, developed by the Weikart Center for Program Quality and endorsed by the National Summer Learning Association. Da Vinci staff are trained in the Weikart model as certified quality trainers and peer coaches and have lent this new expertise to strengthen the capacity of other PYD providers serving within the Community School Network.

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Wildlands Conservancy (WC), the Lehigh Valley's nonprofit land trust, has been creating lasting connections to nature through land protection, environmental stewardship and education since 1973. To date, WC educates more than 14,000 children grades K-12 each year. WC has created intentional, student centered, experiential and relevant programs that align to state standards and most recently to the Collaborative for Academic, Social and Emotional Learning (CASEL) for social emotional learning standards. They integrate their programs into classrooms across our Community School Network, enhancing traditional teaching and learning with innovative approaches to educating through a connection to the natural world.

Parent Leadership and Voice Promise Neighborhoods of the Lehigh Valley (PNLV) utilizes a relationship based, trauma informed, transformative community organizing framework to build 1:1 relationships with residents in targeted Allentown neighborhoods. For this project, PNLV will work with the CSC's to identify individuals; families, community members, who are interested in personal leadership growth to make a difference in their community. PNLV's program, Leadership without Limits is grounded in Popular Education, Critical Race Theory, Critical Pedagogy, Reality Pedagogy and Community Based Participatory Research (CBPR) as best-practice methods of community organizing and leadership development. These methods are incorporated throughout the program, curriculum and event design and used to support relationship building, story telling, community engagement and capacity building. PNLV approaches residents from a strength based perspectives as context experts, recognizing that residents possess the knowledge to design and implement solutions for the issues within their lives and communities. In addition, the PNLV model is rooted in the need for strong support

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systems and the development of social and bridge capital due to the realities of power structures in the Lehigh Valley.

3. Reason for selecting the proposed services The Lehigh Valley Community Schools Consortium selected services that will help our students, families and community overcome barriers to learning and academic achievement. Services were chosen based on our needs assessment and each services' efficacy in addressing those needs within the Community School model. Providers using evidence-based practices, particularly those showing promising evidence in achieving outcomes were given preference. Services that demonstrated effectiveness in advancing outcomes for low-income populations and traditionally underrepresented communities were also of utmost importance. As described below, we anticipate that the selected services will **improve academic achievement** for students in our target schools.

Reasons for Selecting Behavioral Health Services Trauma impacts academic performance, behavior and the ability to form relationships. (Helping Traumatized Children Learn, 2005. A Report and Policy Agenda by Massachusetts Advocates for Children). To succeed in school, students need to be attentive; comprehend, process, and remember information; verbally express questions and academic needs; and control emotions and actions in a pro-social manner. Effects of trauma impair these attributes.

Our proposed behavioral health services promote behavioral, academic, and mental health outcomes for students (Thapa et al., 2012, Guffey, 2012) by building trust and positive relationships; teaching healthy coping and self-regulation strategies; screening to identify needs; ensuring that students with social-emotional and behavioral health needs receive evidence-based

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interventions; and tracking intervention impact. Trauma's behavioral expressions such as aggression, defiance, withdrawal, reactivity, and impulsivity often lead to disciplinary infractions. Our project provides practices specifically designed to reduce negative behavioral expressions, thereby mitigating exclusionary discipline and giving students more in-class learning time which will ultimately **improve academic achievement**.

Reasons for selecting ISS CISLV's delivery of a high quality ISS model throughout Lehigh Valley school produced the following 2016-17 results, based on 1,067 students receiving case managed services: 64% improved attendance; 71% improved behavior; 74% improved academics. ISS models embrace a "whole child" perspective that recognizes the importance of a child's health and safety, socio-emotional development, behavior, and relationships to his or her educational success. A large body of empirical research, as well as new analyses by Child Trends, indicate that school success (or failure) is the product of multiple and varied factors at the individual, family and school levels. This suggests that providing an array of academic and non-academic supports in a coordinated fashion, as ISS does, is a more effective strategy than focusing on one support, or a small set of supports. High quality implementation is crucial to the effectiveness of ISS. Communities in Schools high quality delivery and subsequent effectiveness of ISS in improving educational outcomes has been validated in studies such as Using Integrated Student Supports to Keep Kids in School: A Quasi-Experimental Evaluation of Communities in Schools (Somers, 2017). The CISLV ISS model will **improve academic achievement** by identifying students "at-risk" and then addressing barriers to learning through the three tiered approach in partnership with United Way of the Greater Lehigh Valley.

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Reasons for selecting Positive Youth Development PYD service providers were selected based on criteria outlined by the US Department of Health and Human Services Office of Adolescent Health. Selected service providers align with this criteria of successful programs:

- Physical and psychological safety and security
- Clear expectations for behavior, as well as increasing opportunities to make decisions, to participate in governance and rule-making, and to take on leadership roles as one matures and gains more expertise
- Emotional and moral support
- Supportive adult relationships
- Opportunities to form close, durable human relationships with peers that support and reinforce healthy behaviors
- A sense of belonging and personal value
- Opportunities to develop positive social values and norms
- Opportunities for skill building and mastery
- Opportunities to develop confidence in their abilities to master their environment
- Opportunities to make a contribution to their community and to develop a sense of accomplishment or connectedness
- Strong links between families, schools, and broader community resources

Focusing on the “5 Cs” of Positive Youth Development – competence, caring, confidence, connection, and character - PYD programs engage young people in intentional, productive, and

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constructive ways while recognizing and enhancing their strengths. There is a growing body of evidence that PYD programs can prevent a variety of risk behaviors among young people and improve social and emotional outcomes. The link between improved social and emotional development and academic achievement has been demonstrated in recent research (Payton, 2008). We anticipate that the high quality PYD programs offered at our schools will improve social and emotional development and lead to improved academic achievement.

Reasons for selecting PNLV Leadership without Limits PNLV is uniquely qualified to address the needs of our traditionally underrepresented community members. PNLV is a grass roots community organizing entity with a vision to see vibrant Allentown neighborhoods where every family is strong, every child born healthy, stays healthy and every youth succeeds in school, graduates from college and achieves life-long success. Because of PNLV's authentic ability to engage with residents in the highest need communities through an asset based approach that values residents as experts in their own lived experience and because of the years of missed communication efforts between White leaders and the minority, a prioritized effort is needed to support organizations who can effectively build several layers of bridges while also promoting cooperative progress. Based on previously noted research linking parent engagement to improved academic outcomes, we expect Leadership without Limits to contribute toward educational gains.

a) COMPETITIVE PRIORITY 4 – EVIDENCE-BASED ACTIVITIES

ISS: There is emerging evidence, especially from quasi-experimental studies, that ISS can contribute to student academic progress as measured by decreases in grade retention and dropout, and increases in attendance, math achievement, reading and ELA achievement, and overall GPA. This finding is based on 11 rigorous evaluations completed to date, and published in the

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ChildTrends “Integrated Student Supports: The Evidence,” the first rigorous, independent analysis of all the existing research in the field of integrated student supports (ISS). Researchers found measurable decreases in grade retention, dropout rates, and absenteeism, along with measurable increases in attendance rates and math scores. Taken as a whole, Child Trends concludes that “there is an emerging evidence base to support the effectiveness and cost-effectiveness of integrated student supports in improving educational outcomes.”

Behavioral Health Practices Behavioral Health services will include Cognitive Behavioral Interventions for Trauma in Schools (CBITS), an evidence-based treatment (10 group sessions) used by mental health staff to address extreme trauma. CBITS is included in the Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs (NREPP) and received high scores from NREPP on quality of research and readiness for dissemination. CBITS is designed to be delivered by school mental health clinicians such as social workers, psychologists, and other clinicians. CBITS is being implemented in many school districts nationally, with many training and support activities supported by the National Child Traumatic Stress Network.

4. Services will address performance objectives and outcomes by aligning service delivery goals with performance objectives, evaluating services through the lens of programmatic goals, and continuously monitoring and improving services to ensure efficacy. Measurable objectives relate directly to selected service outcomes and impacts.

Goal 1 -- *Students start school ready to learn.* Although not part of our proposed additional services, Community School Coordinators will leverage existing services by collaborating with

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Allentown Head Start, the new ASD K-readiness coordinator VISTA and the LV Early Childhood Coalition efforts to meet objectives.

Goal 2 -- *Students are positively and meaningfully engaged in school.* School-based behavioral health, ISS, and participation in PYD will result in improved positive relationships and connections which will contribute to students wanting to attend school and therefore decrease chronic absence. Adding support to increase Raub's afterschool program capacity from a part-time to full-time coordinator will ensure more programs and services can be offered and that all programs offered are of the highest quality.

Goal 3 - *Students are succeeding academically.* All services were selected with the goal of decreasing barriers to learning to advance academic achievement.

Goal 4 - *Students are healthy physically, socially and emotionally.* The additions of school-based behavioral health services at Union Terrace and Washington, improved coordination of existing behavioral health services at Raub, and improved coordination of existing physical health services at all three schools will lead to decreases in behavioral incidents and increases in students and families connected to needed services.

Goal 5 - *Students are living and learning in a safe and supportive environment.* Coordinated and expanded behavioral health services, in concert with ISS Tier II and III supports and UWGLV's trauma-sensitive schools framework will improve students' perceptions of school as a safe and supportive environment.

Goal 6 - *Families are positively engaged with their children's education.* Dedicated Community School Coordinators will assess parent needs and actively work to connect with families one on one and through whole school services, such as workshops and parent events, leading to increased parent engagement.

Goal 7 - *Schools are positively engaged with families and the surrounding community.*

Community School Coordinators will connect with Promise Neighborhoods of the Lehigh Valley to offer leadership development opportunities to parents and community members increasing skills that advance ~~o~~be educational advocacy for their children and help them understand and connect to the breadth of resources available to them and the surrounding community through the community schools network. These efforts will result in parents and community residents feeling increasingly empowered with greater comfort in connecting to school and community resources to meet family needs.

5. Impact of services on project recipients. We anticipate that students who receive school based care from mental health professionals trained in the CBITS curriculum will show improved self regulation, behavior, school engagement, and social-emotional well-being which will result in improved attendance and academic outcomes. School-based student case management using the ISS model will support at risk students with 1:1 and small group therapeutic and skill-building sessions and mentoring which will lead to improved attendance, behavior, academics, and ultimately, a greater likelihood of high school graduation. We expect that students participating in PYD after school programs will show growth in character, confidence, competence, caring, and connection that will lead to improved school attendance and behavior.

In addition to research studies demonstrating the positive impacts of our proposed services, our consortium's experience supporting a CS network also contributes to what we outline as anticipated impacts.

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- Broughal Middle School in neighboring Bethlehem has piloted our trauma sensitive school focus. Promising results include higher GPAs, increased staff morale (via staff survey), improved student attendance and improved behavior (measured by significant reductions in office discipline referrals and out of school suspensions), and a reduced class failure rate.
- Transitioning our focus from average daily attendance to chronic absenteeism has led to significant reductions in chronic absenteeism across our schools, with some as high as a 50% reduction in chronic absenteeism.

6. Given that our schools and neighborhoods are predominantly populated by people who have been traditionally underrepresented based on race, color, nationality, gender, age, or disability, it is imperative that our project ensure equal access and treatment for all eligible participants. ASD has developed a district-wide equity plan and is currently training staff on Community Responsive Education, which focuses on training staff on cultural responsiveness and trauma awareness so that they can build positive relationships with all students and provide equally rigorous instruction to all students. Bilingual staff are hired whenever possible. Student surveys are being conducted at Raub to provide teachers with data on the perception of their efforts to be culturally responsive and trauma informed. UWGLV provides multiple community trainings on culturally responsive care. Our community school **implementation model emphasizes culturally appropriate, evidence-based assessments and treatments, many of which have been specifically evaluated for their effectiveness in underrepresented populations.** Cultural competency is integrated throughout trainings and professional development opportunities. A vital part of our approach is

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relationship-building which entails understanding students and the role of culture, including racism and bias, in lived experience and decision making. Since all schools are high-minority, ensuring culturally appropriate assessments and treatments will contribute to successfully achieving outcomes.

Trauma affects all racial, ethnic, and economic groups, but its burden falls disproportionately on poor and minority children—the very children whose mental health needs are least likely to be met by the health care system. CBITS is widely recognized as an intervention that works for low income, Hispanic children (Stein et. Al, 2003). Similar positive affects have been found for African American populations (Green et al, 2007). The 2014 ChildTrends study noted that “ISS seems appropriate for a variety of “at-risk” students. Because integrated student supports are child- centered rather than school-centered, the specific mix of supports varies depending on a specific child’s needs and circumstances. For example, in the ISS model, children with mental health needs receive a different set of supports than children whose families have become homeless. For children in the child welfare or juvenile justice system, ISS staff can coordinate with agency caseworkers to supplement and align supports. Because ISS programs rely on and coordinate with community-based supports and service providers, they are more likely to deliver a system of supports that are culturally appropriate to minority populations.” The focus of PYD on assets and resiliency means that ethnicity and culture are viewed and emphasized as strengths. Cultural practices can be aligned with core principles of positive youth development. PYD helps students see themselves as “context experts” and lived experience as an asset. PNLV’s Executive Director and leader of resident leadership development workshops, Dr. Hassan Batts has been nationally recognized for his contributions to the fields of behavioral healthcare and social

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justice. PNLV focuses on and prioritizes non-traditional skills and the lived experience of coaches and mentors to support our emerging leaders. PNLV will seek seasoned leaders of color to develop, coach and support our emerging leaders in blossoming professionally and personally within the Center City community. Special emphasis will be placed on providing a support system to survive and thrive in structures like the school district setting.

7. Collaboration of project partners will maximize the effectiveness of project services. The Lehigh Valley Community Schools consortium uses collective impact principles to align cross sector partners and address education initiatives towards outcomes. United Way of the Greater Lehigh Valley serves as the backbone organization for many of these efforts, with shared leadership structures emerging with ~~from~~ other key organizations, such as Communities in Schools of the Lehigh Valley (CISLV). Communities in Schools and UWGLV have been working together in increasingly greater capacities since 2006. Our consortium and project partners will maximize the effectiveness of project services through trusting relationships, cross sector partnerships, purposeful engagement, shared accountability and actionable data and clearly articulated outcomes.

UWGLV already has a data sharing agreement with ASD, which allows us to provide community partners that offer school based services impact data on the ASD students they support (changes in attendance, behavior, reading/math assessments)' this in turn supports continuous improvement efforts. Community School Coordinators analyze data to assess effectiveness of programs and the correct dosage of programs to achieve desired student outcome

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results. This is an added bonus to community partners as well, and is another incentive to deliver their services in our community schools.

C. ADEQUACY OF RESOURCES

5. Relevance and demonstrated commitment of each partner to implementation and project success. United Way of the Greater Lehigh Valley (UWGLV) is the lead partner for the Lehigh Valley Full-Service Community School Consortium and will continue in this role for the proposed project as the applicant organization/fiscal agent. The strong cross-sector partnerships and solid infrastructure that exist in Allentown allow us to leverage resources, mobilize residents and organizations, implement, evaluate and share project successes and lessons learned. We are a uniquely collaborative region. Because the Lehigh Valley is not a well-recognized urban hub, despite having both urban and rural challenges, we have not always had access to significant funding resources. While this has made achievement of education goals at times more challenging, it has also forced us to be creative and collaborative in our efforts to get things done. In order to address community challenges, we have had to develop locally-based solutions to regional needs via trusting partnerships and structures that let us get work done and improve lives for all members of our community – from babies to senior citizens.

a) COMPETITIVE PREFERENCE PRIORITY 2: The Lehigh Valley Community Schools Consortium is comprised of a broad representation of stakeholders who are all committed to project success: funders, health care providers, youth supporting organizations, resident leadership, and our region’s largest and highest need school district. Each consortium member has extensive partnerships across its own network with business, government, faith-

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based organizations, philanthropy, nonprofit, and citizens. Through these cross-sector partnerships, we are collaboratively addressing barriers to our children's educational achievement, leveraging the experience and expertise of each organization. Our consortium includes:

United Way of the Greater Lehigh Valley (UWGLV) – Lead Entity: UWGLV has been providing leadership, convening partnerships, mobilizing financial and human resources, and creating solutions to improve Southeastern Pennsylvania's Lehigh Valley for over 100 years. For over a decade, UWGLV has been partnering with the three highest need school districts in the Lehigh Valley (Bethlehem, Easton and Allentown) to transform their traditional high poverty and low performing public schools into Community Schools. As a trusted leader in the Lehigh Valley Community, UWGLV works strategically on many levels to build capacity and increase the quality and quantity of leaders with the skills necessary to advance large-scale social impact that produces high value outcomes.

UWGLV is the backbone organization behind Lehigh Valley Reads, a regional platform that creates, coordinates, and drives action and messaging across the Lehigh Valley to advance the goal of all LV 3rd graders reading on grade level by 2025. The LV Reads campaign is driven by the work of 5 primary coalitions that include cross-sector representation. **United Way Community Schools Network** is a key strategy to advance positive youth outcomes through intentional coordination in 28 high-need schools in targeted neighborhoods across the Lehigh Valley. They serve as incubator sites for innovation and best practices while working differently to meet the needs of all children to produce gains in grade level reading by the end of third grade.

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The **Early Childhood Coalition (ECC)** networks partners to drive outcomes so that all children, birth to age five, achieve expectations in developmental domains of language and literacy that lead to reading proficiency. At present, the ECC is implementing Talk Read Sing – a local public awareness and action campaign that aims to boost children’s early brain, language and literacy development. The campaign will motivate and equip parents in our most under-resourced neighborhoods to talk, read, and sing more with their young children. Simultaneously the ECC is promoting a regional K-Ready program year for 4 years olds to gain the readiness skills needed to successfully enter kindergarten. A goal of K-Ready is to identify a more narrow window wherein all 17 school districts register kindergarteners- magnifying the importance of on-time k registration. The **Lehigh Valley Summer Learning Coalition** raises community awareness of summer learning loss, increases access to summer learning opportunities for low-income youth and improves the quality of existing summer programs. It’s goal is to decrease the number of students who experience the summer slide. **Challenge 5 Attendance Awareness Coalition** leads implementation of community-wide attendance awareness and improvement strategies to address and reduce chronic absenteeism. The goal of the Challenge 5 Coalition is to decrease the number of students who are chronically absent across the Lehigh Valley. The **Lehigh Valley Trauma Awareness Collaborative** aims to increase trauma awareness, trauma-informed practices and cross-sector support for trainings, networking, problem solving and future planning of a trauma-informed Lehigh Valley. The ultimate goal of this coalition is to create a more resilient Lehigh Valley.

There are 28 schools in the United Way Community School Network serving 16,220 students in four Lehigh Valley school districts: Allentown School District, Bangor Area School District,

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Bethlehem Area School District and Easton Area School District. Fifteen (15) schools in the network serving 8,300 children already have full-service Community School partnerships in place with a full time Community School Coordinator employed, additional part time Community School staff and a host of programs and services.

UWGLV began funding Community Schools in 2005 with a \$100k investment. Since that time, our Community Schools initiative has grown into a \$6m a year enterprise with 200 partners and programs funded to serve children in the network. Sixteen percent of UWGLV's \$6m investment is into CS infrastructure. Further, the infrastructure we have built with Community School Coordinators has allowed for dozens of programs not funded by UWGLV to be connected to the schools. Corporate partners who support CS outside of Allentown wrote letters of support for this project even though they do not have a direct role, because they have witnessed direct results of the Lehigh Valley's CS initiatives and its impact on students, families and communities.

Allentown School District (ASD): PA's 4th largest school district has been transforming itself over the past 18 months with new leadership grounded in meaningful community engagement, a focus on equity, and service with stakeholders. In a district where 88% of students are minorities, Allentown's new superintendent, Thomas Parker, is the district's first minority superintendent. After lessening both the financial and achievement gaps of a suburban Detroit district, Parker is now focused on Allentown. Of ASD's 24 sites, six are Community Schools.

ASD's new Strategic Framework identified six core values of particular relevance to this grant and CS work: 1) honoring each student's unique qualities, 2) ensuring equity of access and

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opportunities, 3) nurturing the pursuit of lifelong learning, 4) strengthening partnerships with families and communities, 5) promoting cultural responsiveness and 6) building trust and mutual respect. ASD's Theory of Action further articulates five strategic areas that align with and strengthen our proposed project:

1. Cultivate a culture in which students feel safe, valued and nurtured (includes reducing chronic absenteeism and suspensions; increasing positive connections between students and caring adults, positive peer to peer interactions, access to wrap-around services, and access to integrated school based physical and emotional health care)
2. Center the Districts' work on personalized learning and instruction (includes increasing Pre-K exposure, Kindergarten readiness, reading and math proficiency, academic achievement of all students K-12, graduation rates, and reducing dropout rates)
3. Collaborate meaningfully and deeply with families and communities (includes increasing engagement, satisfaction and participation of community and families in ASD; creating school-based community engagement teams that are charged with fostering strong partnerships between school, families and communities through numerous cultural meaningful practices)
4. Create and expect organizational effectiveness and accountability (includes improving the administration of ASD internal and external facing services through data driven decision making and a commitment to continuous improvement through performance management)
5. Calibrate leadership and learning at all levels (includes improving governance and leadership processes throughout ASD in order to promote collaboration, partnership and accountability)

Communities in Schools of the Lehigh Valley (CISLV): CISLV surrounds students with a community of support, empowering them to say in school and achieve in life. The organization places a dedicated staff member inside partner schools to identify students at risk of dropping out. CISLV engages community partners and volunteers to effectively and efficiently address both the academic and human service needs of students. In the 2016-17 school year, CISLV served 27 school and community sites. CISLV is an affiliate of a national organization that is a leader in coordinating programs and services inside of schools to promote positive youth outcomes. They have conducted several studies on the effectiveness of their services and the Integrated Student Support Services model has an evidence based backing with a Return on Investment of \$11.60 for every \$1 invested and a break-even point after 9 years. Locally, CISLV and CISPA are connected to our Lehigh Valley Community Schools Consortium’s work. Both partnered with UWGLV in the formation of the first Pennsylvania Community School Coalition providing leadership and advocacy for resources directed to Community Schools.

Promise Neighborhoods of the Lehigh Valley (PNLV) strives to mobilize Center City Allentown’s unique assets—people, businesses, programs and services, resources, public policy—within self-governing bodies that practice shared decision-making, shared resources, shared accountability, and shared outcomes for the children living and learning in the neighborhood. PNLV focuses on building resident leaders in Allentown through successful and authentic community engagement. PNLV became an independent organization in January of 2015 and has evolved its focus to be one of community empowerment. It has been intentional about connecting and serving in the highest need neighborhoods across our Lehigh Valley which

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has led to consistent connections with our Community School Network. Most recently PNLV has doubled down on creating leadership among neighborhood residents. This focus is a critical factor sought after by all organizations aimed at improving community conditions. Organizations now look to PNLV for recruitment and development of student and family voice into the decision making spaces that impact community. PNLV will take on a leadership role in the development of the Parent Network that will support parents and families in ASD receiving the support they need to effectively advocate for themselves and their children as well as receive the supports they need to gain further success. The Community Schools Network is viewed as a support system by PNLV and a key aspect of the LVCS Consortium partnership.

St. Luke's University Health Network (SLUHN): Through its Community Health and Preventative Medicine Department, SLUHN partners with the Allentown community to increase health awareness, improve the health status of the community and encourage appropriate access to health services. SLUHN's Community Health plan is 100% aligned to addressing the health needs of the schools targeted by this grant. SLUHN is both a Community School corporate partner and a Lead Partner and employer of the Community School Coordinator at Raub Middle School in Allentown and at Marvine Elementary School in Bethlehem. St. Luke's engaged in the Community School work because of their belief that literacy and education are community health issue. Over the last two decades they have built and grown a cadre of mobile and school based health services that range from dental, vision, immunization, chronic disease management and others. The Community School model offered them an opportunity to pilot a deeper dive in providing these services to a high need school population over time with some control in the system through the employed Community School coordinator. The partnership has helped lessen

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and/or remove barriers to access to care the previously may not have been understood. Such as the transition from tracking number of kids who are connected to services as the end result to it being a means to an end and trying to capture the entire population in need and then tracking those who were served through successful completion of the issue. Through SLUHN, health interns, family liaisons, and community health workers assist with service connections. St. Luke's is a critical provider of health services throughout the Lehigh Valley.

6. Costs are reasonable in relation to the number of persons to be served and the anticipated results and benefits. For the proposed project, the Lehigh Valley Community Schools Consortium will serve all 2,031 students at three high need public schools at a cost of nearly \$500,000 annually for five years. For a cost of just \$246 per student, the LVCSC will advance our goal of improving academic achievement at Raub, Washington and Union Terrace by reducing barriers to learning. The LVCSC has collaborated closely with partners over the years to assure that all costs are reasonable and comparable to other providers working toward similar outcomes.

7. Financial, physical, and human resources will support the services and numbers we are targeting. Consortium members and partners have dedicated resources to support this project. UWGLV is contributing \$1,153,845 in in-kind match dollars to the Allentown Full-Service Community Schools 5-year budget to support infrastructure and coordination, as well as services. Exhibit # below from the 2016-17 school year demonstrates our ability to leverage resources in Allentown for our Community Schools. In-kind donations come from corporate partners, volunteers, and community members and include programs, services, and supplies. Community

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partners have hosted backpack drives, raised funds to purchase school uniforms, and provided afterschool dance programs.

Exhibit # 2016-17 Allentown

# of Volunteers	Volunteer Hours	Volunteer Hour \$	Ink-Kind Donations	Total
1,003	7,554	\$182,354	\$283,812	\$466,166

United Way set an internal goal of becoming a high performing organization. We have been leading the Community School initiative in the Lehigh Valley since 2005- growing it from 2 schools to a network of 28- all in some stage of development as community schools. We have empowered three higher education institutions, a health care network and a non-profit organization to become lead partners in the CS network. Because of the efficiency of our CS coordination in mature sites, many community partners now seek outside grant writing to introduce and pilot new programs and services in our CS. Examples include Penn State Lehigh Valley STEM, coding and literacy programs.

8. Plans for sustaining programs and services after the grant period ends.

UWGLV and CISLV have established regional, statewide and national partnerships that nurture a vision for Community Schools and disseminate lessons learned. UWGLV is working to embed many of the current resource pools into our public education system across our Lehigh Valley. It is our goal that by the end of the grant, the services being funded will be self-sustaining to a large degree and the staffing will be a manageable lift for districts, UWGLV and consortium partners to collectively fund.

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Corporate partners with zero role in the Allentown Full-Service Community Schools Project, submitted support letters demonstrating their unequivocal backing for Community Schools, the Lehigh Valley Community Schools Consortium, and the positive impacts that both have on children, students and families. Being able to articulate a network of 28 schools has allowed UWGLV to plan for how to support them most effectively in their growth. Currently we have 15 FT Community School Coordinators with a dozen PT afterschool program coordinators. The remaining schools are staffed by AmeriCorps VISTA volunteers in a three-year track to develop CS readiness while a partnership is built and funding is secured. Consortium partners are talking about a more equitable distribution of funding from each partner for each contract.

Of the more than 1,800 United Ways worldwide, we ranked in the top 40 last year in dollars raised for our community. UWGLV has been successfully growing the number of individual donors who qualify as Tocqueville donors (giving more than \$10k) This number has steadily risen to a current 220 and several donors are signing commitments to support individual community schools or the consortium at large for multiple year agreements. UWGLV in its 100th year (2017) saw a 25% increase in total revenue, with a five year trend of growth, albeit at a smaller rate for the four years prior. Because CS are part of our core Education strategy to get to a population level increases in 3rd grade reading and 8th grade reading and math, and because 80% of all UWGLV general funds are aligned to education, we anticipate a steady funding stream to support current and future schools that onboard in this network. We have also been working with local funders and through County government to draw down funding that supports programming needed in community schools to address truancy and chronic absence, trauma and

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behavioral health and early education and parenting that leads to kindergarten readiness as well as other key areas associated with positive youth outcomes. For example, we are in the process of building county funded programs into Community Schools, opening up new opportunities for systematically integrating the behavioral health supports so desperately required and proposed in this grant.

While UWGLV serves as backbone, ensuring alignment and productive processes, eventually transferring some of this role to community organizations will enhance sustainability.

Discussions about a shared backbone role with CISLV are occurring that will provide UWGLV with more capacity to address sustainability and scaling specifically around Community Schools.

If CISLV takes on a Network leadership role, UWGLV will focus more on data, policy, and research.

D. QUALITY OF THE MANAGEMENT PLAN

1. The proposed management plan will achieve project objectives on time and within budget. Since UWGLV started our Community School (CS) work, we have seen numerous systemic shifts that lend themselves to talking about our ability effectively manage this plan.

Most notably:

- School Districts calling out CS as a key strategy in their district roadmaps. ASD recognizes the impacts of CS as key in its strategic framework and notes the need for a better coordination of efforts.
- UWGLV's 2018-2022 Investment Plan refines our CS Network and strategies, which has prompted school districts to take responsibility for increasing quality classroom

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instruction which allows UWGLV dollars to then support other gaps such as behavioral health supports, summer learning, chronic absenteeism and kindergarten readiness.

- Quarterly funder huddle ups with corporations financially supporting Community Schools
- Data reporting processes and protocols

2. Roles, responsibilities, and time commitments. UWGLV will oversee all aspects of the project and devote 30% of staff time to implementing the full-service community school model at Raub, Union Terrace and Washington. As the lead partner and fiscal agent for the proposed project, the United Way of the Greater Lehigh Valley will be legally responsible for: a) use of all grant funds; b) ensuring that the project is carried out by Consortium partners in accordance with federal requirements and; c) ensuring that indirect cost funds are determined as required. Key staff: **Jill Pereira, UWGLV** Vice President, Education will serve as Project Supervisor and ensure that all three schools are integrated throughout the Lehigh Valley's 28 Community School network and supported by UWGLV's five Education Coalitions. **Beth Tomlinson, UWGLV** Director of K-12 Education will serve as the Project Director, overseeing the entire project, contracted staff and budget. **Wendy Seiffert, CISLV** Community School Director (35% of time) will oversee hiring of new CSC's, as well as the training, professional development and supervision of Community School Coordinators at Washington and Union Terrace and the ISS Case Manager at Raub. **Dr. Lucretia Brown, Allentown School District** Assistant Superintendent of Equity and Accountability (8% of time) will serve as the School District lead. She will be responsible to ensure and oversee that project coordination within ASD, communication (between administration, school site, staff, parents), and data needs are being met.

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Dr. Hassan Batts, Promise Neighborhoods of the Lehigh Valley, Director of Operations will lead and oversee (5% of time) the Resident Leadership Development Institutes and parent engagement components of our project. The three full-time **Community School Coordinators** will spend 100% of time facilitating and leading the collaborative process and development of the continuum of services for children, families and community members outlined in this proposal. **Act Knowledge** will provide the high quality evaluation services described in the Evaluation section, make recommendations for project improvements and help disseminate key findings. **Dr. Bonnie Coyle, St. Luke's University Health Network** Chairman of Community Health and Preventative Medicine (5%), will oversee all health services and delivery, as well as hiring and supervision of the After School Coordinator at Raub. **Tim Mulligan, CISLV** Executive Director (5%) will ensure a strong CISLV infrastructure remains in place and growing to support the school level staff associated with this project and throughout the network. He will also ensure CISLV staff dedicated to this project are effectively leveraging the CISLV organizational resources to achieve outcomes. Time commitments of the Project Director and other key roles dedicated to this project are based on our experience implementing and assessing the sites in our 28 Community School network throughout the Lehigh Valley. The time commitments of our principal investigator are based on evaluation of previous federal full-service community school grants. Based on this previous experience, we believe that the proposed time commitments are appropriate and adequate to meet project objectives. Please refer to **MOU's** in the Appendix for role and responsibilities of each consortium member.

3. Timeline and Milestones We plan to carry out activities in June that will set us up for a successful October launch. No September activities will be implemented with grant funding.

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<i>Project Timeline YEAR 1, September 1, 2018-August 31st 2019</i>			
Key Action	Done by:	Tasks to be Accomplished &	Who
Item		Milestones	
Hire and train Community School Staff (2 CSCs, 1 Full time Out of School Time Coordinator)			
	Oct 2018	Approve job descriptions for 2 CSCs (UT, Washington), full-time Out of School Time Coordinator (Raub),	CISLV
	Oct-Nov 2018	Post job openings	CISLV
	Oct 2018	Confirm selection criteria	CISLV, UWGLV, principals
	Nov 2018	Screen candidates	CISLV
	Oct-Nov 2018	Develop interview protocol (1 st , 2 nd round interviews)	CISLV, UWGLV, ASD, Principals
	Oct-Nov 2018	Select interview committee	CISLV, UWGLV, ASD, Principals (teachers, students,

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			parents)
	Oct-Nov 2018	Generate MOAs for partnerships that provide clarity on role of CSC in each building as well as ASD obligations (office space, computer, database access, etc.)	UWGLV/CISLV/ASD
	Nov-Dec	MOAs approved by ASD BOD	ASD
	Oct-Nov 2018	Conduct 1 st , 2 nd round interviews to select top candidate	Interview committee
	Dec 2018	Confirm top pick in each position (2 CSCs, 1 OST) and offer position	Interview committee, CISLV
	Dec 2018- Jan 2019	Train new staff (including site visits and on-site training at mature CS sites)	CISLV, UWGLV, Principals
	Dec 2018- Jan 2019	Assign new CSCs a mature CSC peer mentor	CISLV, UWGLV
	Dec 2018- Jan 2019	Secure space, computer access, phone line, district data system training for 2 CSCs, 1 OST coordinator	ASD, Principal, new CS staff
Onboarding New CS Principals			

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	Sept 2018	Develop principal training, orientation materials, expectations and timeline	CISLV, UWGLV
	Sept-Oct 2018	Train new principals (UT, Washington) in CS model (best practices, data driven, reporting requirements, key philosophies and framework, etc.)	CISLV, UWGLV
	Sept-Oct 2018	Assign new principals with a mature CS principal mentor	UWGLV
	Oct-Nov 2018	Conduct CS readiness scan to identify strengths, areas of improvement in principal leadership, communication, school climate/culture	UWGLV/CISLV
	Nov-2018 – Sept 2019, ongoing	Monthly core team meetings infused with reinforced learning of CS model	CISLV, UWGLV, Principal, CSC (once hired)
Onboarding school staff on CS model			
	Nov-Dec	Provide training on CS model, role	UWGLV.CISLV

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	2018	of CSC in school to all school staff	
	Dec 2018- Feb 2019	Plan and execute CS launch (fun family event, press event)	UWGLV, CISLV, ASD, Principal, new CSC
	Jan-Feb 2019	Develop and conduct survey of school staff to assess critical needs, existing strengths, top challenges/barriers, hopes for CS	CSC will conduct/analyze, CISLV/UWGLV support
	Jan-Feb 2019	Assess current teacher engagement in out of school time, family engagement; identify early teacher champions	CSC, CISLV/UWGLV will support
Collecting Needs Assessment Data			
	Jan 2019	Confirm needs assessment tool for students, school staff, families, community partners	CSC, CISLV/UWGLV to support
	Feb 2019	Disseminating needs assessments to various audiences, analyzing data to identify top needs	CSC, CISLV/UWGLV to support

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	Feb- March 2019	Review and analyze existing school data to identify needs, trends – disaggregated by grade, gender, race/ethnicity, special needs	CSC, Principal, UWGLV/CISLV will support
	Jan-March 2019	Conduct more informal 1:1 And small group sessions with students and families to gather more qualitative data on needs, school strengths and areas to improve	CSC, Principal, CISLV/UWGLV to support
	Jan-March 2019	Inventory of currently existing services, programs and partners	CSC, Principal
	Jan-March 2019	Review outcome data on existing services and programs; identify high quality services and programs that need improvement and capacity building	CSC, Principal, CISLV/UWGLV will support
Meeting Behavioral Health Needs of Students			
	Oct-Nov 2018	Contract with Pinebrook Family Answers to provide school based	UWGLV, Pinebrook Family Answers, ASD

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		behavioral health counselor at Union Terrace; develop MOU with roles, responsibilities, requirements, expectations, measurement expectations	
	Oct-Nov 2018	Develop job description for school based behavioral health provider	Pinebrook Family Answers
	Oct-Nov 2018	Post job opening	Pinebrook Family Answers
	Oct-Nov 2018	Select interview committee	Pinebrook family Answers, UWGLV, Principal, other school staff/parents
	Nov- Dec 2018	Conduct interviews and hire school based behavioral health counselor	Interview committee, Pinebrook Family Answers
	Jan – Mar 2019	Provide trauma sensitive school training to all 3 schools (Trauma 101 plus trauma informed classroom practices)	UWGLV, Pinebrook Family Answers, LV Trauma Awareness Collaborative
	Sept-Oct 2018	Connect all three schools with existing trauma sensitive school resources (including the on-line	UWGLV, LV Trauma Awareness Collaborative

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		Trauma Sensitive Schools Training Toolkit developed by American Institute for Research & the National Center for Safe and Supportive Learning Environments under contract by the federal DOE, ASD was permitted to pilot this toolkit through partnership with UWGLV and CLIU21)	
	Nov 2018 -Jan 2019	Develop internal school leadership team to promote trauma sensitive schools model and framework (ie guidance counselors, school nurse, principal, CSC, teacher, school-based behavioral health counselor)	CSC, principal, guidance team, identified school staff, school based behavioral health counselor
	Nov –Dec 2018	Select (with principal input) and hire school based behavioral health counselor	Pinebrook Family Answers,
	Dec 2018- Jan 2019	Train new counselor in CS model, needs of student/family population at Union Terrace/Washington	Pinebrook family Answers, UWGLV/CISLV, Principal
	Dec 2018-	Get new counselors SAP trained	Pinebrook Family

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	Jan 2019	(Student Assistance Program), and trained as Mandated Reporter (if not already trained)	Answers, ASD,
	Dec 2018- Jan 2019	Get counselors trained in evidence-based trauma focused interventions (if not already trained): such as Cognitive Behavioral Interventions for Trauma in Schools (CBITS) Bounce Back (CBITS for the elementary level), Trauma Focused Cognitive Behavioral Therapy (TF-CBT) – at both Union Terrace and Washington	Pinebrook Family Answers, UWGLV
	Oct 2018- Jan 2019	Review and assess current efforts to support student behavioral health needs (at all 3 target schools)	Pinbrook Family Answers, Principals, CSCs, UWGLV, CISLV, ASD, Pyramid Health Center,
	Jan 2019	Have each school register with National School Mental Health Census through the SHAPE school based behavioral health system	Pyramid, Pinebrook, Principals (UWGLV will support)

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	Jan-Feb 2019	Have each school complete the SHAPE school health assessment and performance evaluation system, (tier 1, 2 and 3) (co-created by SAMHSA and Center for School Mental Health)	Pyramid, Pinebrook, UWGLV, Principals, Guidance Counselors, CSCs, CISLV
	Jan-Feb 2019	Develop standard permission slips	Pinebrook
	Nov-Dec 2018	Confirm standard measurement tool across 3 behavioral health providers (such as TF-CBT pre/post trauma symptom screening tool) that is appropriate for elementary and middle school ages	Pyramid, Pinebrook, UWGLV will support
	Jan 2019- ongoing	Include school based counselor into school's SAP team process and communications	Principals
	Jan-Feb 2019	Develop and implement effective referral process and communication processes for at risk students to be served by counselors	Pinebrook, Principals, School SAP team, UWGLV/CISLV will support
	Nov-Dec 2018	Secure confidential space for counselors	principal

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	Nov 2018-Jan 2019	Confirm schedule of when students can be pulled out by grade for behavioral health interventions (as to not conflict with reading/math instruction)	Principal, guidance counselors, Pinebrook family Answers,
	Jan-Feb 2019, ongoing	Receive referrals and provide 1:1 or small group therapeutic supports using evidence-based trauma informed models of care	Pinebrook Family Answers,
	Jan-Feb 2019, ongoing	Provide on-going communication to SAP team on progress, information learned in counseling sessions	Pinebrook Family Answers, SAP team, CSCs, Principals
	March 2019, meeting monthly afterwards	Meet with principal, guidance counselors, behavioral health counselors routinely to discuss what's working well and what areas need to be improved	CSC, Principal, Sap team, guidance counselors, Pinebrook Family Answers, other relevant behavioral health or social service providers, CUSLV/UWGLV will support
	April	District level meetings with school	ASD, Principals,

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	2019, meeting quarterly afterwards	based behavioral health providers, school principals and United Way to discuss what's working and what needs to be improved at more of a systems level and implement positive solutions to improve referral numbers, efficacy of services, etc.	Pinebrook Family Answers, Pyramid Health Centers, CLIU21, Catholic Charities, Lehigh Valley Health Network (LVHN), SLUHN UWGLV, CISLV, CSCs
Meeting Physical Health Needs of Students			
	Jan-Feb 2019	Assess current health needs, challenges, barriers and partners as well as existing services available	CSC, Principal, school nurse, ASD, UWGLV/CISLV to support
	Jan-Feb 2019	Identify #/% students with physical health needs (dental, vision, asthma, other) for 2018-19 school year as students are screened over the school year	CSC, Principal, CISLV, UWGLV, ASD, school nurse
	Feb –	Develop clear roles and	CSC, Principal, ASD,

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	March 2019	responsibilities for CSCs as it relates to health services; define roles for school nurse, principal, health service providers.	UWGLV, CISLV, school nurse
	Feb- March 2019	Develop communication and referral processes as it relates to health services and supports for students and families	CSC, Principal, School Nurse, Guidance/SAP team, health providers, CISLV/UWGLV will support
	Feb-April 2019	Meet with existing health partners to discuss current services and available resources	CSC, LVHN, LVHN's A-CHIP, SLUHN, Neighborhood Health Centers Lehigh Valley, Allentown Health Bureau
	Jan-March 2019	Review best practices in health access from other LV CS sites	CSC, UWGLV, CISLV, other LV CS sites/CSCs
	Feb- March 2019	Identify and execute strategies to improve access to health services, higher connection/completion rates	CSC, Principal, CISLV, UWGLV, Health Partners,

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		with dental/vision/immunizations (as part of CS Strategic Alignment Plan)	Community Leadership Team members
	Feb 2019, ongoing	Promote connection to/engagement with area health services and resources (such as A-CHIP in home family case management and health services, Nurse Family Partnerships, etc.)	CSC, families, area health providers
	Quarterly data tracking, annual data review in June-July 2019	Track and measure progress data on connecting students with needed health services; develop improvement plans based upon data review	CSC, Principal, school nurse, ASD, health providers, UWGLV, CISLV
Providing At Risk Students with High Quality Positive Youth			

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Development Opportunities (which includes Tutoring)			
	Aug-Oct 2018	Provide free training on Five C's of Positive Youth Development Programming (confidence, character, caring, competence, connection) to area youth program providers and tutoring programs to improve quality youth engagement	UWGLV
	Oct-Nov 2018	Contract with high quality positive youth development providers to provide after school programming at Washington and Union Terrace	UWGLV, Da Vinci Science Center, Wildlands Conservancy, Community Bike Works
	Jan-Feb 2019	Review current processes for identifying students in need of positive youth development and connecting with appropriate interventions	CSC, Principal, Guidance Team, CISLV/UWGLV will support
	Jan-Feb	Inventory existing positive youth	CSC, Principal,

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	2019	development and tutoring programs delivered at school (including 21 st Century programming), assess all available program outcome data to determine efficacy of program in building and ability to develop 5 C's of PYD, improving student attendance, behavior and/or academics,.	CISLV/UWGLV will support
	Feb- March 2019	Develop data driven, effective process for identifying and supporting at risk students with after school programs (in collaboration with 21 st Century staff and programming, where applicable) so there is one streamlined, aligned process for connecting at risk students with services and supports	CSC, Principal, UWGLV/CISLV will support
	Feb 2019	Survey students on what types of programs they are interested in and what needs they would like the school to help with; analyze this data to determine most critical programs	CSC, Principal, students, CISLV/UWGLV will support

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		to recruit/purchase for 2019-2020	
	Feb- March 2019	Orient all providers to the Standard UWCS Partnership Management Plan expectations and procedures. Ensure awareness with building specific information is clear and comprehensive.	CSC, UWGLV/CISLV will support
	Feb- March 2019	Ensure all providers have had a Trauma training (trauma 101, trauma informed practices)	CSC, UWGLV
	May-July 2019	Recruit additional out of school time programs, based on student need and interest, especially higher education and faith-based partners for in-kind tutoring, mentoring and other programs	CSC, Principal, UWGLV/CISLV will support
	Feb- March 2019	Schedule positive youth development and tutoring programs (space, schedule, numbers served, etc.)	CSC, OST coordinator (Raub only)
	Feb- March 2019	Assign at risk students to programs	CSC, OST coordinator (Raub only)

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	Feb- March 2019	Set up effective data management system to track dosage of positive youth development programming for students.	CSC, OST Coordinator (Raub only)
	Feb-June 2019	Track attendance, behavior and academic data on students engaged in positive youth development programs, as well as by dosage of interventions to identify effective programs and integrated services	CSC, Principal, Guidance Team, UWGLV/CISV will support
	May-June 2019	Conduct end of program survey to assess interest, quality of program and impact of program with students; use this data to inform program selection and recruitment for 2019-2020 school year	CSC, students, out of school time providers
Operating high fidelity community school model			
	Oct 2018, ongoing	Develop core leadership team to meet monthly to review ,assess data and needs and develop data driven	Principal, CISLV, UWGLV, CSC (once hired)

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		strategies at UT/Washington	
	Nov 2018 (meetings scheduled for remainder of school year)	Develop and schedule monthly core team meetings at UT/Washington	Principal, CISLV, UWGLV, CSC (once hired)
	Nov 2018	Develop and communicate clear roles, functions and expectations of the core team at UT/Washington	UWGLV/CISLV
	Jan-Feb 2019	Review all data collected from inventories (of services and processes) and needs assessments (student, family, community partners), Title 1 school improvement plan goals, ASD district strategic plan priorities,	CSC, Principal, UWGLV, CISLV, input from school staff
	Feb-March 2019	develop Community School Strategic Alignment Plan for each school (Raub already has one, which is updated each year)	CSC, Principal, UWGLV, CISLV, input from school staff
	March	Implement key strategies outlined in	CSC, Principal,

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	2019, ongoing	CS Strategic Alignment Plan for each school	Community Partners
	May-July 2019	Identify and invite key community partners to join school's Community Leadership Team (partners include parents/caregivers, students, health and behavioral health providers, human service providers, local businesses, civic organizations, police departments, higher education institutions, early childhood providers, etc.)	CSC, Principal, CISLV/UWGLV, with community partners engaging in leadership team
	June-July 2019	Develop and execute effective. Inclusive Community Leadership team meetings where partners are engaged in creating solutions, discussing challenges, identifying resources	CSC, Principal, Community Leadership Team members, UWGLV/CISLV
	June-July 2019	Review end of year data as core team, identify positive trends and effective partners/strategies and negative trends, reasons, create solutions for 2019-2020 school year	CSC, Principal, UWGLV, CISLV

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	June-July 2019	Review end of year data with Community Leadership Team, identify positive trends and effective partners/strategies and negative trends, reasons, create solutions for 2019-2020 school year	CSC, Principal, UWGLV, CISLV, Community Leadership Team members
Positively and Meaningfully Engage Families in Child's Educational Success			
	Oct-Nov 2018	Develop and approve MOA with PNLV to operate Resident Leadership Development Trainings with students and parents from UT/Washington/Raub schools	UWGLV, PNLV
	Nov-Dec 2018	Begin promoting resident leadership development opportunities in the targeted neighborhoods	PNLV, UWGLV, ASD, Principal
	Nov 2018	Develop mechanism and processes for referrals and communication	PNLV, UWGLV, ASD, CSCs,

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		<p>flow, so school staff/CS staff are aware of issues, challenges, strengths, positive solutions/ideas that parents/students are expressing through Resident Leadership Development trainings</p>	<p>Principals, students/parents</p>
	<p>Dec 2018, ongoing</p>	<p>CSC staff are actively identifying students and parents/caregivers who would be good candidates for PNLV leadership program and making referrals to PNLV</p>	<p>CSCs, PNLV</p>
	<p>Dec 2018-Jan 2019</p>	<p>Assess and analyze current family engagement efforts, attendance, schedules, communication efforts, as well as all feedback data from families and needs assessment data</p>	<p>CSC, Principal, UWGLV, CISLV will support</p>
	<p>Jan-Feb 2019</p>	<p>Review best practices in family engagement from mature Lehigh Valley community school sites</p>	<p>CSC, additional CS sites/CSCs, UWGLV and CISLV will support</p>
	<p>April 2019</p>	<p>Develop plan for meaningful family engagement events and activities (whole school fun family events like</p>	<p>CSC, Principal, UWGLV and CISLV will support</p>

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		literacy night/Book Blast, and more skill-building sessions for parents/caregivers like positive discipline)	
	May 2019, ongoing	Host minimum of monthly family engagement events	CSC, Principal, Community Leadership Team, UWGLV/CSLV to support
	May 2019, ongoing	Develop and gather feedback from parents/caregivers on all family engagement events (what was learned, level of interest/enjoyment in event, best time/day for events, supports needed to attend (like transportation/child care)	CSC, CISLV/UWGLV will support
	May 2019, ongoing	Use parent feedback data to improve future family engagement events	CSC, Principal, CISLV/UWGLV will support
Reducing Chronic Absenteeism			
	July 2018	Provide training for principals,	UWGLV and PDE

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		guidance teams, CS staff on chronic absenteeism (how to calculate, how to use as a tool to improve school success for at risk youth)	will provide, identified CS and school staff to participate
	Aug-September 2018	Champion Every Day Attendance Campaign in September, as part of Attendance Works & UWGLV's Challenge 5: Strive For Less Than 5 Absences campaign	Principal, Guidance Team/Attendance Team, UWGLV, CISLV, family case management providers and other student/family serving providers
	Aug-Oct 2018	Review school's chronic absenteeism data (good attendance, at risk attendance and chronic absenteeism data) to identify magnitude of issue annual trends, number of students in need of attendance interventions	CSC, Principal, CISLV, UWGLV
	Nov-Dec 2018	Connect with ASD Chronic Absence AmeriCorps VISTA to ensure alignment of efforts from school level to district administration	CSC, VISTA, ASD, CISLV, UWGLV to support

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	Jan-Feb 2019	Review and assess current efforts to improve school attendance (partners, effectiveness of existing interventions, designated staff to support attendance, truancy law requirements, etc.)	CSC, Principal, Guidance Team, UWGLV, CISLV
	Oct-Nov 2018	Create job description for CISLV case manager/school social worker; post job opening (Raub Middle School)	CISLV
	Nov 2018	Create interview committee, selection protocol, interview protocol, etc (Raub)	CISLV, CSC, Principal, identified school staff (Raub MS only)
	Dec 2018	Hire CISLV case manager/school social worker for Raub MS	CISLV (with principal/CSC input)
	Dec 2018- Jan 2019	Train new CISLV case manager (get SAP trained, trained in ASD data systems/sapphire, trained in CS model, trained in evidence-based trauma focused interventions like CBITS)	CISLV, Principal, UWGLV, CSC
	Jan-Feb	Incorporate new CISLV case	CSC, Principal, Raun

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		manager into raub attendance team	Attendance Team, CISLV
	Feb- March 2019, ongoing	Develop and implement multi-tiered interventions for attendance, as well as effective referral and communication processes	CSC, Principal, Guidance Team/Attendance Team, CISLV/UWGLV to support (at all 3 schools)
Engage At Risk Youth in Summer Learning and Summer Meals			
	Oct-Nov 2018	Assess current summer learning efforts and resources (reductions in summer slide, percent gained/lost math/reading skills, how many served, outcome data, how were families engaged, retention and average attendance, etc.) from Summer 2018 program (sponsored	Principal, Summer learning Teachers and enrichment partners, ASD, ASD's 21 st Century staff, UWGLV

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		by UWGLV, along with blended funding from Title 1, 21 st Century)	
	Feb- March 2019	Develop improved plan for summer learning engagement (referral, recruitment, promotion, family engagement, academic growth)	CSC, Principal, Summer learning Teachers and enrichment partners, UWGLV will support
	June- August 2019	Implement fun summer learning program (academic and enrichment, 120 program hours, family engagement, attendance incentives)	ASD, Principal, CSC, summer school teachers, enrichment providers, UWGLV will provide support
	June- August 2019	Host fun, family engagement events throughout summer program (based upon parent feedback in surveys)	CSC, families, summer school staff
	June- August 2019	Host attendance incentive events for students with outstanding attendance and their families	CSC, families, students, summer school staff and enrichment providers
	June- August 2019	Track data to assess program effectiveness (attendance, retention, academic growth, level of family	CSC, Principal, ASD

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		engagement, program hours provided, etc.)	
	Aug-Oct 2019	Review outcome data from summer learning program, meet with summer partners to assess strengths and areas to improve	CSC, Principal, CISLV, UWGLV, summer teachers, summer enrichment providers, ASD
	Sept/Oct 2019	Make recommendations for improvements in summer learning program for summer 2020	CSC, Principal, ASD, UWGLV will support
Meeting Basic Needs of Students and Families	Jan-Feb 2019	Assess and inventory current efforts to address student and family basic needs (food, clothing, hygiene products, housing and utility assistance referrals, etc.), # of referrals/requests, # students/families connected with care	CSC, Principal, Guidance Counselors
	Feb-March 2019	Align basic need requests and programs with data from family needs assessment conducted	CSC
	Mar-April 2019	Meet with all community partners who provide basic need supports to school families (faith based,	CSC, community partners

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		corporate, civic, etc.) to assess what's working, what could be improved, capacity to provide more/different supports for families	
	April-May 2019	Develop plan to improve efforts at addressing student and family basic needs supports	CSC, Principal, Guidance Counselors, UWGLV/CISLV to support
	April 2019, ongoing	Identify new partners in the community who could provide donations, in-kind support, support students/families with services	CSC, Principal, Guidance Counselor, UWGLV/CISLV
	May 2019, ongoing	Recruit and solicit donations, new services to meet basic needs of students and families	
	May-August 2019	Promote summer meals sites throughout ASD to families and students (flyers, yard signs, text messages with meal site locations); summer meal sites include ASD schools, city playground program, LVHN, Allentown public library, Allentown Health Bureau, other non	CSC, Principal, School Teachers, UWGLV, ASD, CISLV, Lehigh Valley Food Policy Council

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		profit youth providers.	
Promote School Readiness & Quality Early Childhood Education			
	Nov-Dec 2018 and ongoing	Promote Talk, Read, Sing campaign in center city Allentown (to encourage talking, reading, singing to infants, toddlers to promote healthy brain development)	CSC, UWGLV, Early Childhood Coalition, School/Community Leadership Team Members, school staff, health partners, Nurse Family Partnership/SLUHN
	Jan-March 2019	Connect with ASD Kindergarten Readiness Coordinator VISA to ensure alignment with school site and administration	CSC, Principal, ASD, VISTA, UWGLV to support
	Jan-March 2019	Inventory existing early childhood partners and activities at the school; research area child care and early learning providers that serve center city allentown.	CSC, Principal, Kindergarten teachers

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		Meet with the early childhood providers that service center city Allentown to identify best practices, program capacity, partnership opportunities	CSC, ASD Kindergarten Readiness Coordinator VISTA, Early childhood providers, UWGLV will support this
Building Smooth Transitions for Students along the Pipeline to college/career success			
	Jan-Feb 2019	Identify and analyze current transition efforts (from k-readiness to 5-6 th grade transitions to 8-9 th grade transitions, and 12 th grade+ transition to college/career) to identify what works, what needs to be improved, current and potential partners	CSC, Principals, Allen High School Principal, guidance teams at each pipeline school, CISLV/UWGLV will support
	May-July 2019,	Strategically recruit out of school time programs that teach, build	CSC, out of school time providers, higher

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	ongoing	career skills (such as Community Bike Works' Build a Bike, Touchstone Theatre Young Playwright's, da Vinci Science Center project-based STEM exploration) for 2019-2020 school year	education institutions
	March 2019, ongoing	Partner with area higher education institutions (including local community colleges) to connect youth and their parents with programs and skill-building opportunities	CSC, Lehigh, Lafayette, De Sales, Cedar Crest, Muhlenberg, LCCC, Penn State LV
	March-April 2019	Develop plan for summer transition event and activities (ie k-readiness camp, 6 th grade transition camp, 9 th grade transition camp), based upon available resources	CSC, Principal, Guidance Counselors, ASD, CISLV, UWGLV
	June-August	Implement transition events, opportunities for transitioning students and families (k, 6 th , 9 th , 12 th)	CSC, Principal, ASD, UWGLV, CISLV
	June-August	Develop and disseminate survey tool to gather student and	CSC, Principal, ASD

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		parent/caregiver feedback on transition events in effort of continuous improvement	
Evaluation of Grant Activities			
	Sept/Oct 2018	Contract with Act Knowledge (Helene Clark); develop MOU and secure signatures	UWGLV, Act Knowledge, ASD
	Sept-Oct 2018	Confirm all data sources and indicators; identify what new data collection methods that may need to be created	UWGLV, CISLV, Act Knowledge, Principals, ASD
	Oct-Nov 2018	Create new data collection methods, processes (if applicable, needed)	Act Knowledge, UWGV, CISLV, ASD, Principals, CSCs
	Oct-Nov 2018	Host meeting with grant supported schools, UWGLV, CISLV and Act Knowledge team to review grant evaluation requirements, data sources, timelines, etc.	UWGLV, CISLV, ASD, Principals, CSCs, Act Knowledge team
	Oct-Nov 2018	Develop and confirm theory of change evaluation plan and timeline	UWGLV, CISLV, Act Knowledge, ASD

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		for assessments, data collection, school/district reporting requirements	
	Beginning with 2 nd quarter (Nov- Jan?)	Develop and execute quarterly outcome data review meetings to identify positive/negative trends and make course corrections with strategies, partners as needed	UWGLV, CISLV, ASD, Principals, Act Knowledge, CSCs
	Nov 2018-June 2019	Collect and analyze data	Act Knowledge (with data collection help from ASD and principals, CSCs, UWGLV, CISLV)
	July- August 2019	Host annual meeting to review annual data across 3 target schools	UWGLV, CISLV, ASD, Principals, CSCs, Act Knowledge

<p><i>YEAR 2-5, September 1, 2019 – August 31st, 2023</i></p> <p><i>Timeline and Milestones</i></p> <p>Formative evaluation will result in ongoing modifications based upon identified best practices & student voice.</p>	

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Critical Element	Year 2		Year 3		Year 4		Year 5	
	Sept- Feb	Mar- Aug	Sept- Feb	Mar- Aug	Sept- Feb	Mar- Aug	Sept- Feb	Mar- Aug
Conduct, Analyze Needs Assessments (students, families, school staff, partners)	x		x		x		x	
Develop annual data driven community school strategic alignment plan	x		x		x		x	
Continue tracking data on effectiveness of all CS activities, programs and events at the school	X	X	X	X	X	X	X	X
Continually improve process for identifying at risk students and connecting them with appropriate	X	X	X	X	X	X	x	x

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interventions and supports								
Train all school-based providers in expectations of a high quality provider	X	X	X	X	X	X	X	x
Continue building principal leadership in CS model and use as school transformation model	X	X	X	X	X	X	X	x
Continue providing meaningful family engagement and skill building opportunities	X	X	X	X	X	X	X	x
Host monthly whole school family engagement events (elementary school level), quarterly at middle school level	X	X	X	X	X	X	X	x
Host skill-building and awareness raising	x	X	X	X	X	X	X	X

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workshops throughout the school year								
Continue tracking outcome data on students engaged in programming and services to assess program efficacy and right dosage needed for desired outcome	X	X	X	X	X	X	X	X
Continue improving upon access to physical and behavioral health services for students and families	X	X	X	X	X	X	X	X
Continue to grow school staff buy in and engagement in community school model and events	X	X	X	X	X	X	X	x
Continue to grow and	X	X	X	X	X	X	X	x

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improve quality of early childhood connections through the school								
Host school readiness events at school for families and their young children (0-5 years) throughout the school year and summer	X	X	X	X	X	X	X	x
Execute effective plan for promoting school readiness at the elementary schools	X	X	X	X	X	X	X	x
Continue to improve smooth transitions along the pipeline to college and career success	X	X	X	X	X	X	X	X
Host Career and College Fairs at all 3	X	X	X	X	X	X	X	x

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schools; facilitate college/career field trips for all 3 schools;								
Develop new partnership opportunities with local community college for high school students, possibly middle school students	X	X	X	X	X	X	X	x
Operating an effective and data drive core leadership team at each school	X	X	X	X	x	X	X	x
Operating an effective, data driven and engaging Community Leadership Team at each school	X	X	X	X	X	X	X	x
Continue to improve upon effectiveness of	X	X	X	X	X	X	X	X

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summer learning and summer feeding programs and supports (recruitment, retention, attendance, academic benefit, promotion)								
Ongoing Continuous improvement process for school team/CS team/ school-based partner communication, referrals, securing family consents, sharing at risk student information, etc.	X	X	X	X	X	X	X	X
Continuous improvement in out of school time engagement (meet student voice/interest,	X	X	X	X	X	X	X	x

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high quality programs, improved student attendance/behavior)								
Continuous improvement in reducing chronic absenteeism (whole school campaigns, incentives, using data as tool, effectiveness of attendance team and attendance support staff, securing of additional resources)	X	X	X	X	X	X	X	x
Continuously recruiting new programs and partners to meet student and family needs	X	X	X	X	X	X	X	X
Engagement in	X	X	X	X	X	X	X	X

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systems level coalition efforts and public awareness campaigns (Talk, Read, Sing; challenge 5; etc.)								
Continuous development of pilot schools into trauma sensitive schools	X	X	X	X	X	X	X	X
Continuous improvement efforts to improve student behavior in school	X	X	X	X	X	X	x	x
Ongoing development of data driven multi tiered system of supports for students in each pilot school	X	X	X	X	X	x	X	x
Ongoing data collection, evaluation for FSCS grant	X	X	X	X	X	X	X	x
Regular meetings at	X	X	X	X	X	X	X	x

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both school and district level to keep school, district and community partners engaged in continuous improvement and systems level changes to improve student and family outcomes								
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4. Each full-service community school site will have a full-time coordinator of pipeline services. Applicable funding sources for each coordinator position are described in our Budget and Budget narrative. The Lehigh Valley Community Schools Consortium has a robust collaborative hiring process for new CSCs to ensure right fit for each school. It is anticipated that within 90 days of receipt of grant, we could offer a position to new staff.

Raub already has a full-time coordinator, funded by United Way of the Greater Lehigh Valley and St. Luke’s University Health Network. Coordinators at Washington and Union Terrace will be funded through this grant opportunity.

5. Professional development for personnel managing, coordinating or delivering pipeline services. UWGLV has been working monthly with CISLV for the last year to develop a plan to

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most effectively support the entire network of Community School Coordinators (CSC). In the last six months all Lead Partners have joined those sessions. UWGLV is responsible for onboarding all new CSCs to the CS Network and each Lead Partner has been responsible for providing additional supports and professional development for their own CSCs. The consortium convenes CSCs every other month and peer learning and expert facilitated learning is conducted. Monthly professional development sessions will be organized and be more individualized so that newer and more seasoned CSCs receive training applicable to their level of experience. At the school site level, a core meeting takes place. This meeting consists of Principal, CSC and the Lead Partner and sometimes includes UWGLV or CISLV. The meeting is intended to help all partners stay on the same page, using data to drive towards a successfully coordinated set of programs and services that meet needs of students and families in the building. These meetings also serve as a mechanism for continuous improvement. Each CSC also has a direct Supervisor from the Lead Partner organization with a minimum of 1 hour a month of formal supervision as a standard expectation. School Principals also serve as a daily oversight and partner with the CSC.

6. Plans for joint utilization and management of school facilities. Each school partnership will have a School Board approved MOU that stipulates the intention of the school as a Community School, and outlines the use of space, management of facilities and use of resources.

7. Adequacy of the management plan to achieve the objectives on time and within budget. UWGLV and CISLV are currently leading work across a 28 school Community School network.

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Infrastructure is clear and tight. Costs for supervision and staffing have been adequately built into the budget. The budget is based on existing models and true costs.

E. QUALITY OF THE PROJECT EVALUATION

a) Overview ActKnowledge will be our project evaluator. ActKnowledge is an independent, woman owned, Type S Corporation in the State of New York, formed in October 2000, and is based at the Graduate Center of the City University of New York (CUNY). A leading evaluator of community schools, ActKnowledge has a full-time staff of six people with the capacity to carry out comprehensive evaluations of community school and after-school programs and related youth development and education. The staff members who will work on the proposed evaluation have a depth of expertise and capacity for project management of multiple ongoing evaluations, including evaluation research design, employing qualitative and quantitative research methods, data collection and management, and quantitative analysis. In addition, ActKnowledge's location at the CUNY Graduate Center facilitates access to an extraordinary diversity of research centers and individual talent and expertise among CUNY faculty and students. ActKnowledge often draws on this talent as needed.

ActKnowledge has long experience with community school initiatives and is the leading proponent and developer of the Theory of Change approach to evaluation. ActKnowledge is the founder of the non-profit Center for Theory of Change www.theoryofchange.org, the leader in developing and implementing the Theory of Change concept internationally. ActKnowledge has successfully used Theory of Change since 1999 to guide many community school and other education related evaluations. Theory of Change has provided an opportunity for building

evaluations that take account of the local context by working with all stakeholders to map out the range of conditions that need to be in place for students to achieve and how these connect with one another sequentially over time. This provides the basis for realistic evaluation in that program interventions are linked to more precise outcomes within an overall view of what it takes to achieve results in a particular context.

b) An Outcomes Based Approach

ActKnowledge will use a participatory mixed-methods approach in the evaluation that includes qualitative and quantitative data gathering and analysis. The approach to the evaluation is outcomes based, using a ‘Theory-Based’ approach, which means the evaluation will test results within the framework of the Theory of Change for each school. The Theory of Change postulates what it takes to reach goals, and then the evaluation tests whether the assumptions of that model were correct or not and whether the outcomes identified are being achieved. Best practice in community school evaluation encompasses both the quality of implementation and how specific services and activities produce better results. A Theory-Based approach is the most rigorous framework for an evaluation that seeks to show not just what is working (or not), but also to explain why.

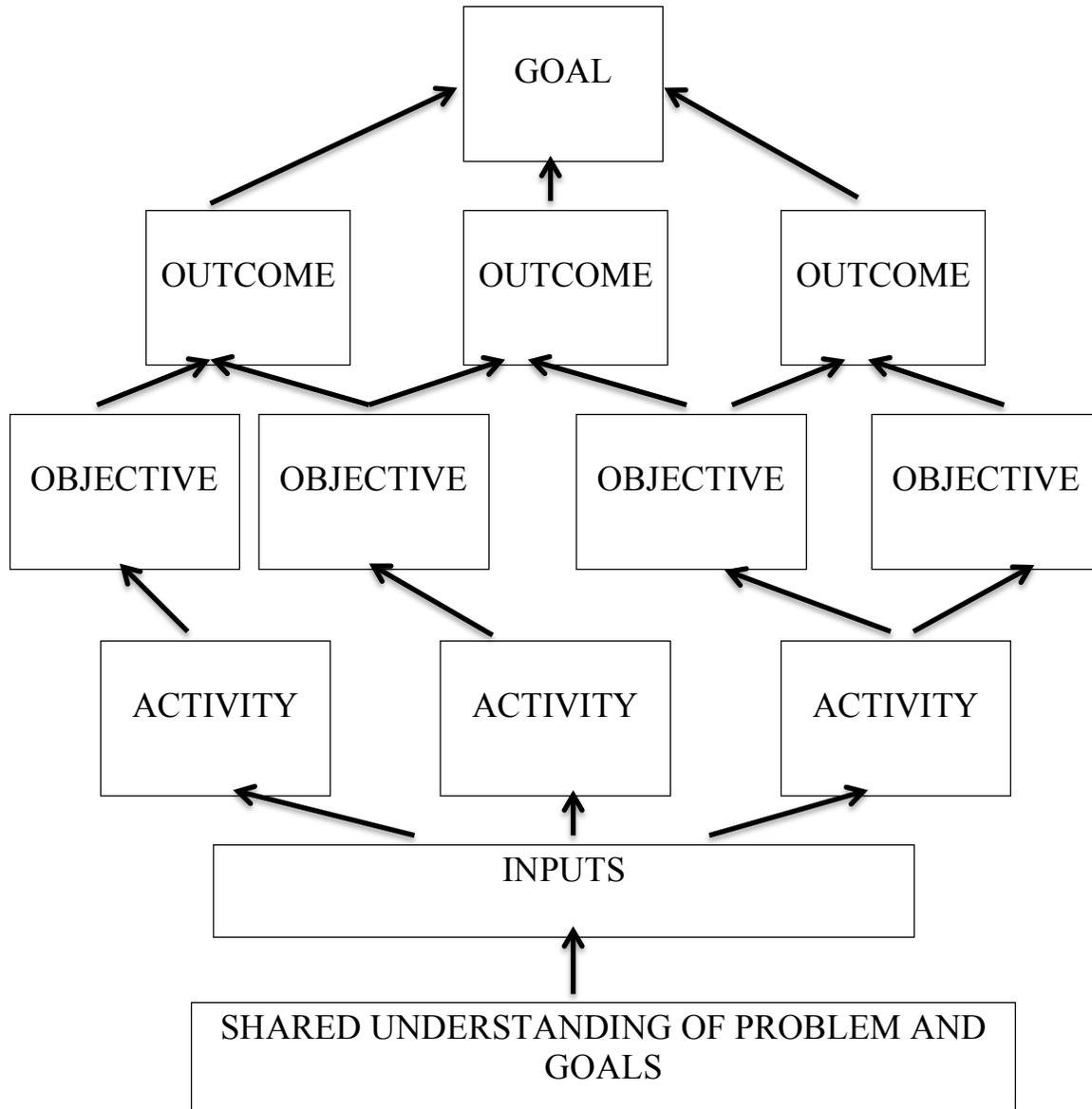
Therefore, some evaluation methods to be employed in the evaluation are aimed at understanding implementation and some at collecting data on results, such as academic test scores, attendance, youth behavior, parent and teacher attitudes and behavior and school culture. As a participatory evaluation, there will also be a conscious effort to ensure that key stakeholders are involved in setting goals in the Theory of Change workshops facilitated by ActKnowledge. Stakeholders will also help identify and collect data, collaborate with ActKnowledge in the logistics of site visits

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and collection of materials, and participate in feedback meetings with the evaluators. (See Exhibit # 12 below for a Theory of Change template). The evaluation will employ a regression discontinuity design study which assigns the project component being evaluated using a measured variable (an indicator or “evidence”) and controls for that variable in the analysis of outcomes.

The methods described below are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project, and employ best practice in community school evaluation knowledge. As noted above, a critical component of the evaluation includes the use of objective performance measures (indicators) that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data that enhance each other and allow for the closest connections to be made between implementation of specific objectives with achievement of desired, targeted outcomes.

Exhibit 12 Theory of Change/Logic Model framework



The table above illustrates the Theory of Change/Logic Model framework of how Inputs, Activities, Objectives and Outcomes are related to each other to reach the goal.

The boxes and arrows here are illustrative only. Each arrow represents a hypothesis about why the box below will lead to the box above. So, the objectives are positioned to lead to the outcomes, which if met, will bring about the goal.

The evaluation develops this framework for each school and tests whether each target, represented by a box was met and how well; and whether the underlying assumptions proved correct.

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Building the Theory of Change for each a school will provide an important basis for aligning data analysis to program goals and performance measures as it helps articulate these goals more precisely and the indicators that describe whether these are goals are being achieved.

The objectives and outcomes in Exhibit 12 will be measured in both an implementation (process) evaluation and a results evaluation. Critical aspects of conducting both an implementation and outcome evaluation include:

1. Looking for fidelity of implementation. If Objectives and their enabling activities are conducted as believed to be needed, then Outcomes are more likely to be met.
2. Connecting Activities to Objectives to Outcomes to Goals. We want to be able to make reasonable assumptions that the Outcomes occurred if the necessary and sufficient Objectives are met. While we cannot prove definite causality, a Theory of Change is testing a set of hypotheses that meeting certain Objectives will lead to desired Outcomes. If the Outcomes are met as hypothesized, the likelihood of the model working as planned is more likely than if we merely seek a set of results.

Methodology

Key performance indicators include academic performance, attendance, chronic absenteeism, behavioral data (e.g. suspensions), student social and emotional progress (measured through student surveys), and parent engagement (measured through focus groups and survey analysis). Milestones will be further measured through implementation data (including number of students receiving services) and by linking implementation to outcomes (for example, matching outcomes to participation in services).

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Specifically, each of the performance measures noted in the Goals and Outcomes section will be collected and tied to the goal they are intended to achieve to test the connection between implementation and achievement of goals.

ActKnowledge will analyze data relating to academic outcomes, but also data relating to key preconditions to student performance and attainment such as attendance and data on behavior.

ActKnowledge will draw on raw data provided by the Allentown School District for ELA and Math, attendance, suspension and school readiness measures.

- Results will be further analyzed by various sub-groups including for afterschool students, Limited English Proficient (LEP) students, Special Education (SE) students and any other cohorts that receive a particular intervention by the community school.
- Analysis of attendance data from each school including a focus on chronic absenteeism rates, which will be compared to peer schools in the school district.
- Data on behavior including indicators such as suspension rate data.

Surveys

A student survey and a teacher survey, developed and validated by ActKnowledge, to elicit the views and perceptions of students in the community schools (identified through the initiative's Theory of Change and through the education research literature) will be distributed at the beginning and at the end of each school year and analyzed to measure changes in key knowledge and attitudinal variables. Both surveys are validated and replicated instruments that ActKnowledge has used in Paterson, N.J, Hartford, Conn., New York City and with UFT Community Learning Schools (as well as in other community school initiatives). It is aligned to key FSCS goals in that it captures social and emotional data including youth attitudes and

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behaviors, and their perceptions of school, school climate, their future such as college aspirations and knowledge, and their community. ActKnowledge will also analyze parent and staff interviews to assess progress on FSCS goals that are elaborated in the Theory of Change for each school. These include improvements in measures of parent engagement with the schools and with their children's education.

Self-Assessment

A group survey, designed to provide both needs assessment and wide stakeholder dialog on strengths and weaknesses will be conducted in a participatory setting in each school once per year. The instrument was designed by the Institute for Educational Leadership and the Coalition for Community Schools and is widely used throughout the community school field.

Workshops

ActKnowledge is a leader in the development of the Theory of Change approach (see theoryofchange.org) and in facilitating workshops and other approaches that maximize the participation of all stakeholders in developing an effective Theory. Drawing on this experience, ActKnowledge will facilitate Theory of Change workshops with the schools to update their Theories of Change. Each session will involve the participation of key stakeholders in the community schools including principals, teachers and parents from each school; lead agencies, key personnel from the school district and providers of health services. ActKnowledge will also facilitate workshops with parents, students and staff if possible to draw out issues identified through surveys and other data gathered.

Participation at Site Coordinator Meetings

ActKnowledge will attend regular meetings of site coordinators. Attending these meetings will keep the ActKnowledge evaluators up to date with schools events, issues arising, any

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intermediate successes and possible outcomes to track. The meetings are an opportunity for ActKnowledge to provide site coordinators with ongoing feedback on the progress of the evaluation and any challenges arising. Regular attendance at the meetings also builds a strong relationship between the evaluators and key program staff which facilitates communication on data collection.

Site Visits

Two comprehensive site visits per year will be conducted by ActKnowledge using a set of interview protocols designed to elicit the views of stakeholders on how each community school is developing, including changes, achievements, challenges, and factors facilitating or hindering progress. This will involve: interviewing all community school directors and program staff; interviewing principals and/or assistant principals; focus group interviews with parents and/or parent coordinators; and focus group interviews with students.

Reporting and Dissemination

ActKnowledge will submit a comprehensive annual report that will synthesize all data sources and make recommendations for moving the program forward and increasing sustainability. The report will be publication quality that will facilitate effective dissemination and communication of results. ActKnowledge will also create short summaries and/or presentations during the year to be useful to the schools, district, the LVCSC and stakeholders. ActKnowledge will also provide analysis for the Federal Grant Report (APR and AdHOC reports).

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Referring to the Goals and Outcomes section: the goals, objectives and outcomes from the program design represents the specific components to measure with indicators and targets for performance.

F. ASSURANCES

1. LVCSC and project partners will focus services on schools eligible for a school wide program under section 1114(b) of the ESEA. We will serve only schools with 40% or more low-income students.
2. Evaluation results will be made publicly available. Our consortium will provide notice that results will be publicly available.
3. UWGLV follows United Way procurement guidelines for contractors.
4. This project will not supplant any federal funds.